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THE SCHOOL JOURNAL

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FACT AND COMMENT

The School Journal sends to all its readers the best wishes of the Christmas season. As the years go by there is more form and circumstance to our celebrations; but, what is more, there is clearly an expanding good will to men, which is not limited to a few holidays. And this expanding righteousness is in no small degree the accomplishment of our public schools.

* * *

Attention is again called to the prize contest arranged by the editor of the *En Route* department, the details of which will be found in their proper place. It has been suggested that the time limit be extended, but it is better not to do so. Ten days remain for preparing the articles and our general impression of writers, teachers and pupils is that they do their best work under pressure.

* * *

The presidential campaign which has just closed is an evidence of progress. To call it a campaign of education would be trite—but true. There was less hysteria and there was more reading and thinking done by the electorate than in the past. We are getting further all the time from the campaign of 1840. Of course, there is still the appeal to sentiment, and if that sentiment does not find expression in mass-meetings, parades and songs it is still in evidence, as witness the thirty and sixty minutes of manufactured cheering at the meetings in Madison Square Garden.

* * *

One evidence of progress is the breaking away from party ties. About one-half of the presidential voters cast their ballots for a party for which they had never voted, republicans for the democratic, democrats for the republican, and both for the progressive ticket. The unquestioning adherence to a party and its platform had at one time in our history taken the place of blind obedience to a religious sect and its creed. It is wholesome to see a change, although it may not be altogether lasting. The new progressive party will show itself worthy of the name if it does not demand of its members all that the old parties have expected of their partisans. The nominating conventions of the three parties were not visible signs of progress. The same hurrah and claque that have

been used in the past were used with greater persistency, if not with more effect, in 1912. The fact is, the day of the nominating conventions is going, gone. Once upon a time, when a congressional caucus was doing the nominating, the convention was progressive; now it is reactionary.

* * *

The choice of Mr. Wilson for the presidency is gratifying to those who believe in the value of education. Probably there is some satisfaction among educators that a teacher and administrative school officer has been elected to the presidency. But the feeling should be broader than that and take in those who believe in schools and scholarship. It is at least demonstrated that there are other heroes than those born in log-cabins; and that there are other ways to the highest honor than through law, big business, and the battlefield.

* * *

The dismissal of an Irish teacher from his position occupies the attention of educational papers and teachers' associations in Ireland. The Irish teachers seem to be agreed in their view of the case, in which they are supported by the educational press of England and Scotland. The bare facts of the case are that a Mr. Mansfield was, up to the fifteenth of October, the head teacher of Cullen Boys' National School, County Tipperary, Ireland. On that date he was dismissed by the national education commissioners, a dismissal which further prevented Mr. Mansfield from employment in any school under the control of the commissioners. It appears that the teacher upon whom this edict fell was a representative schoolman, from the fact that he was a leading official of a leading organization of Irish teachers. It was when speaking before this body that the deposed instructor made the remarks which formed the charge against him. These were to the effect "that it was absolutely necessary, in the interest of education itself, to have a certain school-instructor removed to another circuit. Certainly the teachers who had come into contact with him during the last two years, and who had been exasperated and annoyed by him, could not put forth their best efforts while he remained."

Mr. Mansfield was asked to retract publicly these remarks and refused. Whereupon his extreme punishment.

It is interesting for the American teacher to know that such tyranny is still possible in the civilized world. However much he may be repressed in his inclinations to deliver his opinions in print and speech, he hardly fears dismissal for such an act; at least his words would not constitute the charge against him. There is no intimation from the authorities who deposed Mr. Mansfield that he is at all lacking in his duties as a teacher; and the evidence produced by The Irish School Weekly is that he is an exceptionally strong man in his profession. The same paper paints a dark picture of matters educational in Ireland:

"The dismissal of Mr. Mansfield has come at a most opportune time. The teachers have been groaning and suffering for years under the intolerable inspection system that obtains in Ireland. And during the past year or two that system has been more intolerable than ever. An opportunity has now occurred that has come as a veritable Godsend to the teaching profession. Let them take advantage of the present *impasse* and press for a wholesome revolution in this system of inspection."

"Scores of teachers, within the past twelve months, have been bullied and threatened, fined, depressed and dismissed. But a small fraction of all this comes out in public. The unfortunate teacher doesn't care to have his school paraded as inefficient before his fellow-teachers and before the public. He suffers the extreme penalty of dismissal rather than face the ordeal of publicity. Hundreds every year are deprived of increments and promotion by unfair inspec-torial tactics."

* * *

Arbor day in Kentucky was duly celebrated on the thirteenth of November. This does not seem seasonable to the people who associate the day with spring flowers and budding leaves. Still there is a certain suitableness in the Kentucky arrangement. The horticulturists are changing their ideas about the time for tree-planting and are advocating fall setting for many varieties. So if Arbor day is to be, as the name indicates, tree day, the autumn date is not so far out of the way.

* * *

A gathering of Episcopal clergymen has expressed its desire to have the text-books in history revised in matters that pertain to that church, and a committee has been appointed to investigate and report upon the matter. The published accounts of the action of this body mention but one matter of grievance, namely, that the text-books and teachers dwell too much on the matrimonial adventures of Henry the Eighth and too little on the fundamental conditions which attended the establishment of the English church. Without presuming to pass

upon the justness of the charge, especially as regards books for advanced study, we call attention to the fact that English history is, according to present fashions in school work, put into elementary grades; and it must be adapted to the intelligence of such pupils. Now Henry Eighth was, according to the consensus of the historians, a man of executive ability ruling at a time when such powers were particularly needed. But it is doubtful if even the ordinary high school pupil can appreciate the intricate civil conditions and the measures which coped with the situation. It would be difficult for them to pass upon Mr. Taft as an executive; and a study of the question would be more or less irksome. Successful study in history calls for the imagination, and a mental picture of the administrative policy of an executive is not easily painted. But when we come to a man's getting a wife and then getting rid of her by varying methods, there's a picture easily made and as readily recalled. To relate all the acts of such a man to the one which sticks in the pupil's mind is the most natural thing in the world.

* * *

The foreigners who lived in the city of New York in 1863 knew there was a war going on. When they were drafted they knew it to their sorrow. And knowing of the fight they, of course, wanted to know what it was all about. When some one said to them that the war was for the preservation of the union, their mental vision of the cause was far from satisfying them. But when they were told that the fight was over niggers, they had a clear notion of the affair, for they could see negroes all about them. So they proceeded to abolish the cause, as they saw it, by hanging the black folks to the lamp-posts. In view of all this we venture to suggest that difficulties and errors in the teaching of history, such as our religious friends complain of, often arise from trying to make clear the facts which the pupils are not prepared to understand.

* * *

Another point which stands out from this incident is the difficulties which beset the writer of school histories in keeping off forbidden ground. Other denominations have declared forcibly what they will have and will not have taught about the record of the human family. Political parties have set bounds which may not be crossed. Associations for this and that have made their demands felt with boards of education and legislatures. Peace societies have fought for a reduction of the quantity of instruction on the topic of war, and societies of veterans have prescribed the quality of such teaching. Withal the writer of such books has a difficult task set for himself if he would write true history with color and without flabbiness. All along his pathway are set the signs, Keep off the grass, No thoroughfare, Trespassers forbidden, Don't tread on me.

PARAGRAPHS FROM "THE VALIANT WOMAN"*

The Heroine

She was no specialist. The teacher of that time, like the ward schoolteacher of the present, was expected to know everything, or at least a little of everything, and having walked in all directions in the field of knowledge, she has a broad horizon.

She did not put the great masterpieces into our hands as text-books, and parse us through Shakespeare and Milton, pelted with notes at every page, interrupting the flow of fancy at every line with the fatal question, "What does that mean?" or the foolish command, "Put that into your own words," thus requiring us to spoil a fine construction by a clumsy paraphrase.

She had lived among so many different people in so many different places and had become so singularly flexible and so beautifully broad and tolerant, that you could not shock her in any way, but could bare your soul's nakedness to her, and be not ashamed.

Froebel

This "dwelling in nature" and "dwelling in the world" is a distinction without a difference, which it is unnecessary to insist upon, since even the most devoted Froebelians do not hesitate to admit that their master is profound as obscurity. To the ordinary intelligence a "triple unity" is no clearer than the expression of a one-legged quadruped; it is simply a contradiction in terms.

Many attempts, unfortunately not successful, have been made to give to Froebel's symbolism a clear, intelligible form, and Froebelians as gravely discuss "the psychology of the ball," as the professor of the Grand Academy of Logado discussed the project of extracting sunbeams out of cucumbers; but their grave assertions, to quote a clever mathematician, "have no meaning interpreted in terms of external reality."

His warm friend and disciple, Baroness B. von Marenholz-Bülow, to whom we owe the most intimate knowledge of his personality, said of him: "It was impossible to hold him for a long time to one train of thought"—a rather singular defect in a philosopher whose hobby was unity.

She is unable to determine whether his utterances at times are really the expression of deep truth or absolutely meaningless.

We read the prophecies of the new millennium which was to follow in education the adoption of this great innovation, and we record with chagrin that they have utterly failed.

There is yet another direction in which evil, not good, has come to us in Froebel's name, and yet, as in other cases, this evil is one which he would have deeply deplored; nay, more, it is one

against which his whole method was intended to be a safeguard. The evil is the loss of initiative in the pupil by making amusement the chief incentive to study; and it has passed from the kindergartens to the upper grades and high schools.

The Amusement Method

Go into any of our primary schools, and you will find young women teaching fractions by calling the circles which they make on the blackboard pies, and dividing them into slices or pieces of pie; because the child is supposed to be more familiar with the pie than with the circle, and we must proceed from the known to the unknown, joining our circle apperceptively to the child's agreeable recollections of the pie. Our fear that the child might not like the circle unless we assure him that it is a pie is akin to Nick Bottom's apprehensions for the ladies who are to be assured that the lion is no real lion, but only Snug, the joiner.

That is like going 'round the world to get into your neighbor's backyard; and alas! in education at present that is the fashionable method of getting there!

This puerile effort to avoid the abstract by insisting on the concrete is a deliberate extinction of the power to think.

When the teacher himself wishes to learn anything he always learns it in this simple way. He does not start playing with his subject, dance all 'round it, cover it over with beautiful flowers; he goes straight up to it and takes hold of it, rough or smooth.

The best way to learn to swim will always be to throw yourself into the water instead of going through the motions on land.

By our efforts to amuse and interest flagging attention, by our zeal to smooth away educational difficulties, by our desire to surround the young with all the comforts and luxuries of modern civilization, we are building elegant hot-houses for mollycoddles.

The idea of teaching through amusement has become so dominant a part of every received system of education that we are in danger of losing the power to educate at all.

Psychological Pedagogy

Let us take heart, too, with regard to the words "pedagogical" and "psychological," fearing them no longer. These words cover a multitude of educational follies.

"When I don't know what to say I holler," said a frank Methodist minister. There is a great amount of "hollering" in the teacher's profession, for the self-same reason, only it goes by another name. It calls itself psychological pedagogy.

No amount of what is called child-study, or psychology of the child-mind, or pedagogical training, can be a substitute for this quick intuition, or unerring feeling.

* See Educational Books.

The Method-Monger

The great mistake that method-mongers make is to believe in the method and not in the teacher; and to fail to see that one man's success is often another man's failure.

A manner of teaching which in one individual leads to excellent results may be absolutely futile and ridiculous in another; and for want of knowing this fact education has suffered, and is destined to continue to suffer from repeated experiments.

Various Topics

Another deplorable source of weakness in our school work is the exhausting system of examinations, which increase the burden of teacher and pupil without any compensation for the exhaustion. Every alert teacher knows perfectly well what his pupils know in the subject he is teaching them; and he knows, too, that the examination is not a test of real ability, but of the parrot-like power of the memory and of physical endurance.

We talk a great deal, in a vague sort of way, about teaching children to think, as if it could be done by some mysterious inner elaboration without furnishing the materials of thought; but it is impossible to give out anything before taking anything in.

The Remedy

Pure ignorance, wholly untampered with, accompanied by humility, and the power of reverence, does not offend us; on the contrary, it often attracts and rests us, as children do; but ignorance pretending to knowledge and boastful of it is the most offensive thing in the world, and in attempting to give culture to everybody our educational system destroys ignorance in its beautiful, complete, white form, and substitutes this nauseous vanity of it.

Then, what is the matter? Simply this: we have set out to do the impossible. We have believed that education is the universal panacea for all the ills of mankind, because ignorance is the source of them. We have believed that ignorance is always curable, and it is not. In the vast majority of cases we may drive it back from the surface, as we drive back an ugly rash in the skin; but the disease is still in the blood and likely to break out anew in a more malignant form; or, to drop the metaphor, the ability to take an education is much rarer than we have thought it to be, while the capacity for taking on a little surface culture is very general.

Let the schoolroom once more become a place for serious work; let the family provide for the social entertainment of its members. Let the teacher be a co-worker and guide to work, and cease the rôle of entertainer. The schoolrooms will be thinned; yes, but those who remain will have a chance to be really educated.

The State Superintendent of Public Instruction in the new state, New Mexico, will be paid a salary of \$3,000 per year.

NO SOFT PEDAGOGY HERE

There is humor mingled with sense in the memoirs of John Muir, which are begun in the November Atlantic. Especially interesting is the description of his school days. There is something to think about in this account, too; for while the reader is glad that the days of constant whipping are gone, he may well consider if we have not gone too far toward the other extreme.

The following extracts are decidedly worth the reading:

To be a "gude fechter" was our highest ambition, our dearest aim in life in or out of school. To be a good scholar was a secondary consideration, though we tried hard to hold high places in our classes and gloried in being Dux.

An exciting time came when, at the age of seven or eight years, I left the auld Davel Brae school for the grammar school. Of course, I had a terrible lot of fighting to do, because a new scholar had to meet every one of his age who dared to challenge him, this being the common introduction to a new school. It was very strenuous for the first month or so, establishing my fighting rank, taking up new studies, especially Latin and French, getting acquainted with new classmates and the master and his rules. In the first few Latin and French lessons the new teacher, Mr. Lyon, blandly smiled at our comical blunders; but pedagogical weather of the severest kind quickly set in, when for every mistake, everything short of perfection, the taws was promptly applied. We had to get three lessons every day in Latin, three in French, and as many in English, besides spelling, history, arithmetic, and geography. Word-lessons in particular, the "wouldst couldst shouldst have loved" kind, were kept up with much warlike thrashing until I had committed the whole of the French, Latin and English grammars to memory; and in connection with reading lessons we were called on to recite parts of them with the rules over and over again, as if all the incomprehensible regular and irregular verb-stuff was poetry.

We carried our school-books home in a strap every night and committed to memory our next day's lessons before we went to bed, and to do that we had to bend our attention as closely on our tasks as lawyers on great million-dollar cases.

I cannot conceive of anything that would now enable me to concentrate my attention more fully than when I was a mere stripling boy, and it was all done by whipping—thrashing in general. Old-fashioned Scotch teachers spent no time in seeking short roads to knowledge, or in trying any of the new-fangled psychological methods so much in vogue nowadays. There was nothing said about making the seats easy or the lessons easy. We were simply driven point-blank against our books like soldiers against the enemy, and sternly ordered "Up and at 'em." If we failed in any part we were whipped; for the grand, simple, all-sufficing Scotch discovery had been made that there was a close connection between the skin and memory, and that irritating the skin excited the memory to any required degree.

COUNTRY LIFE AND THE RURAL SCHOOL

BY MYRON T. SCUDDER

Country life is a topic which is looming large before the people of every civilized nation. To take good care of the country boys and girls, to open their eyes to the possibilities of a wholesome rural life, to give them an education that will better adjust them to their rural environment, hold them in a comfortable frame of mind on the farm lands and prevent their hasty rush to the city—all these things are coming to be recognized as essential elements in the national struggle for existence.

America is leading all nations in real, active campaigning along these lines and in the production of substantial literature bearing on questions of rural uplift. Besides the splendid books already mentioned in our columns, we have the remarkable volume published by the American Academy of Political and Social Science last spring, entitled *Country Life*, and consisting of twenty-eight papers on rural industrial and social problems written by experts. The Association Press of the International Committee of the Young Men's Christian Association issues a series of very important publications, inspired chiefly by the County Work Department, in some respects the "livest wire" of this many-sided organization. The Board of Home Missions of the Presbyterian Church in the U. S. A. publishes a number of remarkable "Rural Surveys," while the "Missionary Education Movement of the United States and Canada" (an awkward enough title under which to publish books) sends out among other books Dr. Warren H. Wilson's *The Church of the Open Country*, a book that every man and woman interested in rural life should read.

Our universities are also coming to the front with reports and monographs that are as interesting as they are instructive, the most noteworthy of which perhaps are the Annual Reports of the Rural Life Conferences, which are held annually at the University of Virginia. Then take the extraordinarily valuable reports of Supt. O. J. Kern, of Rockford, Ill., the Tenth Year Book of the National Society for the Study of Education, the special reports and bulletins of the State Superintendents of Public Instruction of Virginia, Illinois, Wisconsin, and other wide-awake states, and we find that we already have a mass of specialized literature on this subject which compares favorably with, if indeed it does not surpass, that in any other field of educational activity. All this makes us realize that the day of the country school has come, not gone; its sun has risen, not set. And in this optimistic vision the one-room country school has a large place, for knowing that we

shall always have it with us, and that as soon as we become intelligent enough to know what to do for it it will make astonishing progress, much attention is being given to this time-honored though at present sadly inefficient and discredited institution.

Athletic Badge Competition Tests

The recent adoption of athletic badge competition tests by the directors of the Playground and Recreation Association of America induces us to stress this matter in this issue of the School Journal.

These tests are an essential part of the playground and recreation movement in this country. Developed at first in the interests of city boys only, they have now been extended to country boys, and to city and country girls.

First, a word about these tests and their purpose. Those interested in the development of organized play in the country, including teachers, pastors, Y. M. C. A. workers and others, will find it an excellent plan to adopt these tests in connection with their play propaganda. They appeal instantly to boys and girls, and in carrying them into practice trained experts are not required, nor is expensive or elaborate equipment necessary. Already in many parts of the country these tests are being held under the auspices of county educational associations, county work secretaries, country pastors, and state officials. It is always well for a teacher to conduct athletic and playground activities under the banner of one or the other of these organizations. There is more inspiration in it, it makes healthy competition possible through interscholastic events, and when one wants a little help in carrying out his enterprises he knows where he can get it.

Badge Competition Tests for Boys

These tests have been fairly well organized for a number of years. The form printed below gives many important details, and suggests a convenient way of keeping records. These standards have been adopted by the Playground Association and a handsome design for a badge has been approved by the directors. Attractive and inexpensive buttons for the first and second tests will soon be ready for boys everywhere, in city or country, who have attained the necessary standards. For the third test there will be a bronze watch fob.

Here are the standards:

Athletic Badge Competition for Boys

Boy		Age	
EVENTS	Required Standard	Actual Record	Date
Boys under 13 chinning	4 times		
standing broad jump	5 ft. 9 in.		
60 yards dash	8 3-5 sec.		
Boys under 15 chinning	6 times		
standing broad jump	6 ft. 6 in.		
100 yards dash	14 sec.		
Boys under 21 chinning	9 times		
running high jump	4 ft. 4 in.		
220 yards dash	28 sec.		
Instructor			
Badge Com.			

REGULATIONS

There shall be but TWO TRIALS in the chinning, TWO in the dashes, and THREE in the jumps.

CHINNING.—The boy must extend himself full length, arms straight, after each pull up; he must bring his chin fairly over the bar each time.

The feet must not touch the floor or ground.

(May use a ladder for Chinning.)

JUMPING.—(See rules XXV and XXVII, Official Handbook, Public School Athletic League. A. G. Spalding & Bros., 10 cents.)

RUNNING.—(See rule VIII.)

Boy may run barefoot.

Only those whose deportment and scholarship are satisfactory may compete.

Badge Competition Tests for Girls

The question of athletic tests for girls has been widely discussed, and many solutions have been proposed. As a result of much thought and experiment, a decision has been reached by the Playground Association of America and the following standards are proposed for the ensuing year. It is hoped that they will be generally used. As yet no designs for badges for the girls have been made, so temporary devices will have to be resorted to. It is expected that the Playground Association will soon come to our aid as it has in the case of the boys, with an adequate series of badges.

In these tests it will be observed that there are only two classes, A and B. The standards for Class C are to be determined after those for classes A and B have been thoroughly tested out to see what modifications, if any, are desirable:

EVENTS AND STANDARDS

Open to all girls: no age limits.

Bronze pin for Class A; silver pin for Class B.

CLASS A

All-up Indian Club Race—Twenty-eight seconds.

Basket-ball Throwing—Five goals in 3 minutes. (This standard is not official; merely tentative. Experience must show if it is too difficult.)

Balancing—Two trials.

CLASS B

All-up Indian Club Race—Twenty-four seconds.

Basket-ball Throwing—Six goals in 3 minutes. (Not official.)

Balancing—Two trials.

Note.—When Indian clubs are not available, a potato race may be substituted with the following standards:

Class A—One trial, 41 seconds.

Class B—One trial, 39 seconds.

ALL-UP INDIAN CLUB RACE.

Two tangent circles, each three feet in diameter. In one of the circles three one-pound Model BS Indian clubs. The runner starts from a point thirty feet distant from the circles; on reaching the circles, transfers the clubs to the vacant circle. In so doing she is permitted to use but one hand.

To win a Class "A" badge she must make the three trips to the circles in 28 seconds or better.

Class "B," 24 seconds or better.

BASKET-BALL THROWING.

The regular basket-ball goal may be used. It should be placed ten feet above the ground and extend six inches from the surface to which it is attached.

From a line directly under the center of the basket a semi-circle should be drawn with a radius of fifteen feet. The girl may throw the ball from any point on this line, and after each throw must pick up her ball and run to the starting line to make her next throw, the object being to make five goals in three minutes for Class "A," and six goals in three minutes for Class "B."

BALANCING.

Spalding's Balance Beam or ordinary 2 x 4 may be used.

To win credit for this event in Class A, the girl must be able to start from the center of the beam and walk forward to the end: then, without turning, walk backward to the center; then turn and walk forward to the end; then turn again and walk forward to the center.

For Class B the girl must start from the center with a bean bag on her head, and walk forward to the end: then turn and walk forward the entire length of the balance beam: then, without turning, walk backward to the center. The bean bag must be kept in place on the head from start to finish without touching it with either hand.

POTATO RACE.

Four circles three feet in circumference should be marked five yards apart from center to center on a direct line. Five yards back of the first circle and at right angles to it should be the starting line, which is also the finish line.

On the first circle a basket not over two feet in height, with an opening not to exceed three

feet in circumference, should be placed. This basket* should contain three potatoes.

DIRECTIONS.

At the word "go," run from the starting line, take a potato from the basket and place it within the second circle.

Return for another potato, being sure in doing so to round the basket, i.e., to pass between it and the starting line. Having placed this in the third circle, go back for the remaining potato, place it in the fourth circle, and return to the starting line.

Repeat the run, this time returning the potatoes one by one to the basket, and finish by running back to the starting line.

If a potato is dropped anywhere but within the circle where it should be placed, it must be picked up and properly placed before another is touched.

The time elapsing between the word "go" and the final crossing of the line is the record for this event.

All of the events suggested can be practised alone, without supervision, and the danger of over-exertion seems very slight.

All-up Indian club race will doubtless be given preference where clubs are available and the second year the rural school district will probably make the purchase.

If a basket-ball is in every school the girls can play various ball games, but unless it were definitely for physical improvement it probably would not be considered by the majority of the rural school boards as a necessary part of school equipment.

In addition to balancing being a good exercise, the words "balance" and "poise" have a certain attractiveness—are familiar words that in some cases would appeal where the word "athletics" would not.

If running were to be eliminated as an event (and objections to it are numerous) it would be practised in Indian club or potato race.

These individual tests may readily be used as events for class athletics.

These events are not apt to be misunderstood as being *contests* for girls instead of being a series of *tests for a girl*. There are many objections to competitive spirit in play.

Playground Equipment for Country Schools

In the School Journal for November mention was made of the rural playground designed and actually constructed as a practical demonstration at the University of Virginia last summer. As a result of that demonstration the writer is continually hearing from members of the summer school, some of them asking for further information, others telling of what they have been doing for recreation in their own communities since the opening of school this fall.

*A box, can, or pail, may be substituted for the basket—any receptacle not over two feet in height with an opening not to exceed three feet in circumference.

One of the latter writes as follows:

LAWRENCEVILLE, VA.

DEAR DR. SCUDDER:

As you are probably interested in the results of some of the work you did last summer, I am sending you a few pictures taken on the playground of my school. They represent very accurately the spirit of play that pervades the whole institution.

I have put up a flying Dutchman, giant stride, basket-ball uprights, flying rings, and built a seesaw. Besides these, I have put up two swings—one thirty and the other twenty feet high. The flying rings are suspended from bolts through a beam eighteen feet from the ground, resting on the limbs of two oak trees. The beams are bolted to the trees for further support.

By means of these things I have been able to win the confidence of my boys, for when they see me handling a saw and hammer in an effective manner they think more of me than they would if I could show them only classroom work.

Very truly yours,

GEO. D. ROWE.

Teachers everywhere are, like Mr. Rowe, beginning to feel the need of recreation at their schools, and are turning an attentive ear to the call of the playground. To aid those who are interested in the matter of equipment, the School Journal presented last month a detailed description of two pieces of apparatus, the flying Dutchman and the seesaw. It presents in this issue a description of the giant stride, and expects in subsequent issues to describe a number of other pieces of apparatus which are entirely within the scope and means of country schools, even one-room schools.

III. GIANT STRIDE.

A popular piece of apparatus, and inexpensive when home-made, for the total cost can be brought down to about \$2 as compared with the \$30 or more which the ready-made article would cost at professional apparatus makers.

MATERIALS NEEDED

(1) A post 16 feet long and 8 inches in diameter, if round, but 5½ inches, if squared. An oak post at the University of Virginia, of the latter dimension, cost one dollar, squared and planed.

(2) A small iron wheel, like the wheel of an abandoned plow, to be installed on top of the post. This is known as the head. On the rim of this wheel, at regular intervals, fasten 6 "S" hooks, into which ropes are to be spliced. (See illustration I.)

(3) An axle 16 inches long to fit the wheel.

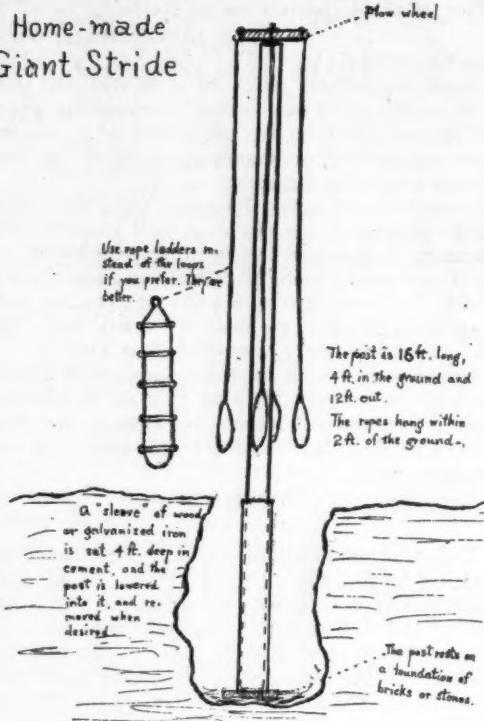
(4) Six pieces of rope, ¾ inch diameter. Or, better, though more expensive, six pieces of rope, or "Brown" chain, 8 feet long, terminated by rope ladders four feet long, with five wooden rounds 6 inches long.

DIRECTIONS FOR INSTALLING

Sink the axle about 8 inches into the post.

Set the pole four feet in the ground, in cement, digging a hole about 4 feet 3 inches deep

Home-made Giant Stride



and 18 inches in diameter. Place a platform of brick at the bottom, or a flat stone, for the pole to rest on. Be sure that the pole is exactly vertical. Use a level frequently.

Slip the wheel onto its axle at the top of the post.

Attach the ropes to the "S" hooks.

Note.—If it is desirable to set the post so that it may be easily removed, and stored for the winter, proceed as follows:

Make a "sleeve" or box, open at both ends, four feet long, just large enough to permit of slipping the post into it. This sleeve should be hard pine or galvanized iron. Set it in cement, the top just level with the ground, and it is ready for the post, which may be easily "stepped," and as easily removed.

HOW USED

The Giant Stride is used as follows: Two or more players, each grasping a rope, run around the post, keeping a safe distance from each other, and making great leaps as they run, skill in accomplishing this being a main feature of the game. In making these leaps the player should keep his side to the post, not face it; he should try to jump away from it as though trying to get away, otherwise he will find himself

turning face to the pole, unable to jump, and his feet dragging along the ground.

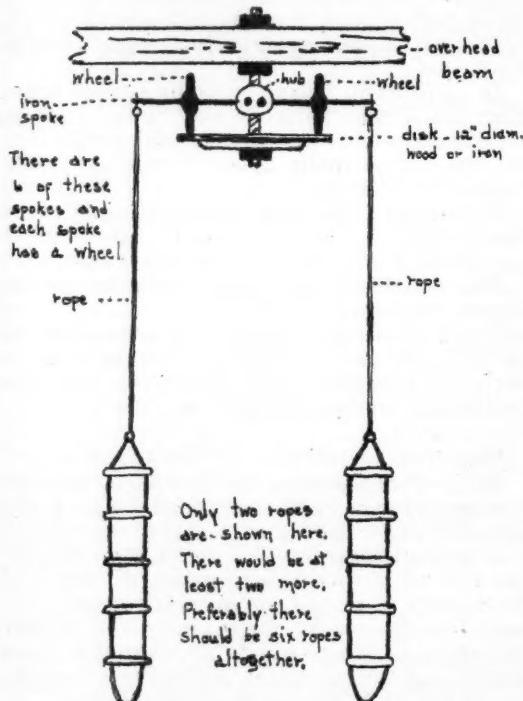
GIANT STRIDE WITHOUT A POST

Sometimes a giant stride is made without a post, by fastening the head to the ceiling, or to a beam stretching between two trees. If this is to be a home-made, instead of a purchased head, the problem of devising and making it is an interesting one for the young mechanics of the school. A wheel turning on a cone bearing, and hanging from the ceiling, is a well-known device. The accompanying sketch, rough as it is, will explain the construction of still another device, easily made and inexpensive. Let some of the pupils try to construct a little model of it out of wood. (See illustration II.)

These postless giant strides are sometimes mounted 18 or 20 feet from the floor or ground, or even higher, and thus afford a considerably more strenuous and exhilarating exercise, besides permitting certain stunts which are not possible where posts are used.

HOME-MADE GIANT STRIDE HEAD

to be used without a post by fastening it to an overhead beam, indoors or out.



SUGGESTIONS FOR THE SCHOOLROOM

DECEMBER

S M T W T F S

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31



Events

DECEMBER

- 3—Robert Louis Stevenson died 1894.
- 3—Illinois made a state 1818.
- 4—Washington's farewell address.
- 4—Founding of the University of Leipzig 1409.
- 4—Thomas Carlyle born 1795.
- 5—Wolfgang Amadeus Mozart died 1791.
- 6—Battle of Morgarten 1315.
- 9—Milton born 1608.
- 10—The French army's retreat from Moscow 1812.
- 10—Mississippi made a state 1817.
- 11—Indiana made a state 1816.
- 12—Robert Browning died 1889.
- 13—The battle of Fredericksburg 1862.
- 13—Dr. Samuel Johnson died 1784.
- 14—George Washington died 1799.
- 14—Jean Louis Rodolphe Agassiz died 1873.
- 14—Alabama made a state 1819.

- 16—Beethoven born 1770.
- 16—Boston Tea Party 1773.
- 17—John Greenleaf Whittier born 1807.
- 19—Bayard Taylor died 1878.
- 21—Winter solstice.
- 21—Landing of the Pilgrims at Plymouth 1620.
- 22—George Eliot (Mary Ann Evans Cross) died 1880.
- 24—William Makepeace Thackeray died 1863.
- 24—Christmas Eve.
- 25—Christmas Day.
- 25—Sir Isaac Newton born 1642.
- 26—The Battle of Trenton 1776.
- 27—Charles Lamb died 1834.
- 28—Iowa made a state 1864.
- 29—Texas made a state 1845.
- 30—Rudyard Kipling born in 1865.
- 30—General Blücher crosses the Rhine 1813.
- 31—New Year's Eve.

SIDE-LIGHTS ON FRACTIONS

By M. A. BAILEY

From the earliest times, operations with fractions have been regarded as difficult. In the fifteenth century a mathematician of note "was greatly embarrassed by the use of multiplication in case of fractions where the product is less than the multiplicand. That multiply means increase he proved from the Bible, 'Be fruitful and multiply and replenish the earth' (Gen. 1, 28). But how is this to be reconciled with the product of fractions?" In the preface of an arithmetic of comparatively recent date, it is stated that fractions have been treated last because few pupils ever advance so far, but are wont on reaching this subject to throw up their hands and cry *ne plus ultra*. An old stanza voiced the popular feeling:

"Multiplication is mie vexation,
Division is as bad.
The rule of three doth puzzle me,
But fractions drive me mad."

There are three possible ways of expressing parts of wholes: to use different numerators and different denominators, as $\frac{2}{3}$, $\frac{3}{4}$, $\frac{5}{6}$; to use the same numerators and different denominators, as $\frac{1}{2} + \frac{1}{6}$, $\frac{1}{2} + \frac{1}{4}$, $\frac{1}{2} + \frac{1}{3}$; or to use different numerators and the same denominators, as $\frac{1}{12}$, $\frac{2}{12}$, $\frac{1}{12}$. The first plan has been used to some extent among all civilized nations, but for business purposes and for computations one of the others has been more commonly chosen.

Numerators Constant

As early as 1600 B.C., the Egyptians used unit fractions or fractions whose numerators are one. When the denominators are small, which is the case with most fractions in daily use, this method enables one to picture the value of a part with vividness and to make computations with ease.

Ill. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, . . . are unit fractions. Other fractions may be reduced to the sum of two or more unit fractions. Thus, $\frac{3}{4} = \frac{1}{2} + \frac{1}{4}$, $\frac{5}{6} = \frac{1}{2} + \frac{1}{4} + \frac{1}{6}$, $\frac{7}{10} = \frac{1}{2} + \frac{1}{4} + \frac{1}{5}$, A third plus a fourth plus a fifth of an orange is more vivid than forty-seven of the sixty equal parts into which an orange is separated: a half plus a fourth plus an eighth of an inch is more vivid than thirteen sixteenths of an inch. $\frac{5}{14}$ of 14 is readily found by adding $\frac{1}{2}$ of 14 and $\frac{1}{4}$ of 14.

Denominators Constant

The Babylonians divided a unit into 60 equal parts and expressed their fractions as a number of sixtieths. The division of a degree into 60 equal parts and the division of one of these smaller parts into 60 equal parts has continued to the present time. This method was valuable for daily use because halves, thirds, fourths, fifths, sixths, tenths, twelfths, fifteenths, twentieths, and thirtieths, or most of the fractions used in business, can be reduced exactly to sixtieths. It is like the present plan of reducing

the business fractions to per cent expressions.

The Romans divided a unit into 12 equal parts and expressed their fractions as a number of twelfths. The division of a pound into 12 equal parts and of a foot into 12 equal parts has continued to the present time. This method was valuable for daily use because halves, thirds, fourths, and sixths, the fractions most frequently used, can be reduced exactly to twelfths. That the Romans had little to do with difficult fractions may be inferred from the following passage from the *Arts Poetica* of Horace: "Let the son of Albinus tell me if from five-twelfths be subtracted one-twelfth, what is the remainder? Come, you can tell. 'One-third.' Good; you will be able to care for your property. If one-twelfth be added what does it make? 'One-half.'"

In the thirteenth century, mathematicians elaborated both the Babylonian and the Roman plans. According to the former, they divided a unit into 60 equal parts, each smaller part into 60 equal parts, and so on. According to the latter, they divided a unit into 12 equal parts, each smaller part into 12 equal parts, and so on. In each, they called the sub-divisions in order *primes*, *seconds*, *thirds*, and so on, and represented them by the Roman numerals, I, II, III, and so on, representing units by the symbol, o. By these devices fractions were expressed to any degree of accuracy and computations were made with nearly the same ease as with decimals at the present time. The use of sexagesimal and duodecimal fractions has not been many years discontinued. As late as 1869 the writer of this article studied duodecimal computations from Greenleaf's National Arithmetic in a district school in Connecticut. Originally, pupils learned the multiplication tables to "12 times" to handle duodecimal fractions; now, to honor the dead. The abbreviations of degrees, minutes, and seconds of arcs are remnants of the abbreviations for units, primes, and seconds, $3^{\circ} 25' 16''$ being 3 degrees 25 60ths of a degree 16 3600ths of a degree.

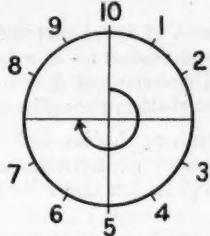
III. Roman Plan. Since 1 unit equals 12 primes (twelfths), $\frac{1}{2}$ of a unit equals $\frac{1}{2}$ of 12 primes or 8 primes; $\frac{1}{3} = 8'$. Since 1 unit equals 12 primes, $\frac{1}{2}$ of a unit equals $\frac{1}{2}$ of 12 primes or $10\frac{1}{2}$ primes; since 1 prime equals 12 seconds (144ths), $\frac{1}{2}$ of a prime equals 8 seconds; $\frac{1}{2} = 10' 8''$; $5\frac{1}{2} = 5^{\circ} 10' 8''$.

In the sixteenth century, mathematicians began to divide a unit into 10 equal parts, each smaller part into 10 equal parts, and so on. They called the sub-divisions in order *tenths*, *hundredths*, *thousandths*, and so on, and thus invented decimals. For the first hundred years they used the abbreviations of the sexagesimals and duodecimals, and it was not until 1620 that they adopted the decimal point and wrote decimals as at the present time.

III. Decimals. Since 1 unit equals 10 tenths, $\frac{1}{2}$ of a unit equals $\frac{1}{2}$ of 10 tenths or $7\frac{1}{2}$ tenths; since 1 tenth

equals 10 hundredths $\frac{1}{2}$ of a tenth equals 5 hundredths; $\frac{3}{4} = 7$ tenths 5 hundredths. For a hundred years $2\frac{3}{4}$ was written $2^o 7' 5''$; since 1620, 2.75

The development of decimals suggests a happy method of introducing the subject to pupils.



Ill. By the explanation just given we find that $\frac{3}{4} = 7$ tenths 5 hundredths. To write "7 tens 5 units" we express the names of the orders by position, 75; to write "7 tenths 5 hundredths" we will use the same plan, but to prevent confusion we will place a period (decimal point) before the 7, .75

A DEPARTURE IN ARTISTS' EQUIPMENT

By FLORENCE BARLOW RUTHRAUFF

It seems incredible in these days when American art commands such high prices and the artist is able to live in luxury that the economic problem should enter into his reckoning. And yet there are artists with plenty of talent, too, to whom the comparatively small outlay for necessary materials to work with remains an enigma.

The ancients were driven to mixing their own pigment and were wont to employ boards, old linen or any other available substance that was at hand for backgrounds. These were treated scientifically so that they withstood the test of time and assured permanence; this art seems to be lost and the ingenuity along with it that prompted the effort.

After years of experimenting Franklin Tuttle has succeeded in simplifying the artist's equipment so that the cost is reduced to a minimum and an entire sketching outfit may be carried in his vest pocket. Any available material may be used for a background; an ordinary newspaper doing as well as anything else. While Mr. Tuttle has obtained patents for all of his inventions, for the sake of art he is willing to make a present of his years of work to the artists and teachers, though he is not willing that the dealers and manufacturers should profit by what has been the work of a lifetime.

Finding the ordinary brush inadequate to meet all the requirements for his art, he set about to find a quicker and more responsive manner of translating his subject. The result is that these appurtenances may be had for so small a cost that the poorest beginner can afford them; and so simple are they that a little child may use them. Each operative may become his own manufacturer.

The tools are so elementary that it seems amazing that they have not come into general use ages ago. Brushes may be used at any time during the process of making a picture. Once addicted to the tool habit it will become fixed—and brushes will be laid permanently aside. Mr. Tuttle tells us that "The tool is simplicity embodied and efficiency concreted." This little implement, if skilfully handled, can be made to do all kinds of work—from the laying in of broad masses to the tenderest leaf on a tree.

The evolution of the tool and the medium that goes with it should be of practical benefit to many and to those who wish to go farther there are wonderful possibilities in these apparently simple discoveries. They, however, have been worked out in every particular by the artist-inventor—and every fact in the line of his experimentation has been proven over and over again. To again quote Mr. Tuttle, "The tool and method secures economy of material, rapidity of execution, force and delicacy in quality, durability and homogeneity."

This little implement, which is sure to bring about a revolution in the art workers' field, is made by lightly wrapping wool around an ordinary skewer, such as we see at the meat markets or in the candy shop, supporting the time-honored lollipop—letting the end project about a half-inch beyond the stick. This is dipped in the medium (at about the consistency of jelly) to hold it in place. Efficiency in making the tools comes very quickly.

Toppings of wool carded, ready for spinning, or lamb's wool, that is used for surgery and which can be gotten at any drugstore, or steel wool may also be used—this last has more resistance, which makes it easier to work on a smooth surface.

The wool fiber, Mr. Tuttle finds, remains open because of its structure, acting as a sort of a sponge to take and give off the paint.

The same medium is used to mix the colors, gum the tools and to prepare the background; it may also be used to mount the picture. Here again the ordinary newspaper may be turned to account—by mounting the paper on a board, canvas or cardboard it becomes a permanent thing.

Trunk board makes a very satisfactory backing for the newspaper, and also a good foundation for painting on directly. This is to be had at any of the paper jobbers' in the lower part of the city, and can be cut in suitable sizes for a small advance. If used to paint on directly it will first have to be treated with a coat of the medium.

The liquid or medium is made by melting a piece of beeswax on the top of a stove and pouring upon it twice the amount of cold drawn linseed oil, boiled oil or varnish. The first makes a slow drying, the second somewhat faster and the last a very rapidly drying medium. The

(Continued on page 75)

CURRENT EDUCATIONAL LITERATURE

THE NOVEMBER MAGAZINES

Reforming the Schools

The Awakening of Our Schools, Munsey, has this to say of vocational education:

The first quarter of the twentieth century will be momentous in the history of American education. It will be known as the period when we made our schools vocational; when we adapted them to the needs of all the pupils, not a meager one-fifth. . . . An interesting development of the movement to make vocational training practical is the so-called Fitchburg plan for high schools. Under this plan the manufacturers of the town coöperate with the school and the boys work in groups of two. One boy spends a week in the shop doing practical work and then a week in school doing theoretical work. The other boy takes his place in the shop on alternate Mondays. Thus the manufacturer gets one steady apprentice; each boy gets half pay to help him through school and both practical and theoretical training, and the school gets its machine-shop equipment for nothing.

Reforming the Curriculum

The use of magazines of current events as text-books is presented as One Remedy for Education by William McAndrew in the World's Work:

One delightful thing about the magazine study is that the classroom has an atmosphere more natural than one is likely to find when the ideas of the regular course of study are the only staples. Then the talk of students is artificial because they are aware that the teacher knows more about the subject than the children do. A pupil usually offers to a listening instructor only so much as is calculated to satisfy the question. The teacher knows what the answer ought to be and waits for the expression of the conventional idea that has always belonged. In life most queries are put to us by someone who does not know and wants to find out. School foolishly reverses this process. The teacher knows the most. The children ought to be asking questions. It is their natural habit, but you almost never find this going on in school. In the World's Work class the teachers found that they did not have time to read each number of the magazine through before the children were ready to go on with it. There resulted the experience, unique for a school-room, of having questions asked for their natural purpose, not of finding out that a person could not answer, but to gain useful knowledge.

Reforming Parents

Do Parents Shirk Their Responsibilities? Craftsman, is a plea for a more intelligent and active coöperation on the part of parents.

Parents complacently allow their children to be subjected to an outworn educational system that crowds and hurries and worries them, requiring poring over

books at the expense of hours that should be spent in sleep and play, and multitudes of school children are made anaemic and neurotic and dyspeptic, thus providing fertile soil for shattered constitutions in later life.

Children's picture books are criticized for presenting pictures of animals and other objects with no regard for their true relative proportions.

More injurious, however, than the wrong sense of proportion conveyed by so many children's picture books are many of the illustrations based upon the type of humor that appeals to the child, the funny situation. Many of these are not only lacking in every aesthetic quality, but they are positively immoral, suggesting disrespect for age, cruelty to animals or ridicule of infirmity. The now notorious Sunday supplements, pored over by thousands of children every week, are perhaps the greatest offenders in this respect.

Country Children the More Moral? We Doubt It

E. Benjamin Andrews, in the Educational Review, speaks for the country school:

No one will question that in pupil material country schools are greatly the better off. As a rule, country pupils have the firmer constitutions, endurance and health. Generally speaking, their intelligence is higher and their thirst for learning greater. Their sensibility is the more open and free. City children have fewer plays involving imagination. The average morality of country children is far and away superior, and they have an impatience to learn which is not to be paralleled save by the rarest boys and girls in cities. Country schools are animated by a spirit of democracy not found in cities.

He finds the needs of the country school to be like those of all schools:

We need the same blessings for which schools everywhere are waiting. Better schoolhouses are desirable, and costlier apparatus. In common with other teachers, only more justly and loud than most of them, we appeal for higher wages. Then, when adequately remunerated, we agree to change our positions less frequently, ourselves insisting on that permanency which we know is so much to be desired. Our game ought to be winnable by making safe hits without running bases.

On the subject of sending a boy to college, Paul van Dyke, in Scribner's, writes a word to fathers who have not been to college:

Of course, it is impossible that hundreds of young men, from eighteen to twenty-three, should be gathered together without having a great many foolish, and some bad, things happen among them. Anyone with a taste for cynical reflection can find food for it in the spectacle of college athletics, but he makes a great mistake if he thinks of those exaggerations and undue

(Continued on page 75)

EDUCATIONAL BOOKS

A Heroine of the Schoolroom

A Valiant Woman: A Contribution to the Educational Problem. By M. F., author of *The Journal of a Recluse*. \$1.25 net, by mail \$1.37. Thomas Y. Crowell Company, New York.

It is a clever idea to weave an essay on education into the memoirs of a remarkable woman. An initial and concluding chapter with scattered references between serve to give the book a unity and a human interest. Thereby a constructive turn is given to that which of necessity is largely destructive. The heroine may belong to the realm of fiction; no matter; she is true to nature. Withal, the book is wholly interesting and indeed is easily the most notable contribution to the subject of education of the year's publications. It is decidedly worth while to give, as we elsewhere do, a considerable space to selected extracts.

Correct Business and Legal Forms. A Reference Manual for Stenographers, Secretaries, and Reporters. By Eleanor Banks. 253 pages. G. P. Putnam's Sons, New York and London.

This is an excellent book for ready reference. Condensed into convenient form for daily use is the information most needed by the stenographer or secretary and usually only to be found by searching through many books. There is a thorough discussion of letter-writing, including many models, and helpful chapters on such topics as capitalization, punctuation, syllabication, the choice of words, and proofreading.

Durell's Arithmetics: Three Book Series. By Fletcher Durell, Ph.D., Head of the Mathematical Department, the Lawrenceville School, Lawrenceville, N. J., and Elizabeth Hall, Supervisor of Primary Schools, Minneapolis, Minn. Book One, 332 pages, cloth, 50 cents. Book Two, 399 pages, cloth, 65 cents. Book Three, 396 pages, cloth, 70 cents. Charles E. Merrill Company, New York.

The characteristic features of this series, like the Two Book Series, mentioned last month, are the concrete applications to trade and industries and the correlation with other subjects by means of the tables of permanent number facts of geography, history and physics. Emphasis is laid on diagramming and particularly on the use of squared paper in drawing to scale and in making clear the meaning and properties of common and decimal fractions. The typographical features of the book are excellent.

A Quarter Century of Public School Development. By William H. Maxwell, Superintendent of Schools of the City of New York. With an Introduction by Nich-

olas Murray Butler. Cloth, 12mo, 429 pages. Price, \$1.25. American Book Company, New York.

This volume, which has been prepared by the committee in charge of the celebration of Dr. Maxwell's twenty-fifth anniversary as superintendent of schools of Brooklyn and New York, consists of articles and addresses on educational subjects which he has prepared or delivered during his term of service, and of selections from his annual reports covering a period of twenty-five years.

Story-Telling in School and Home. A Study in Educational Aesthetics. By Emelyn Newcomb Partridge, Story-Teller for the Bancroft School and Worcester Playground Association, and G. E. Partridge, Ph.D., Author of *The Genetic Philosophy of Education*, *The Nervous Life*, *An Outline of Individual Study*, and formerly Lecturer in Clark University. 323 pages. \$1.25 net. \$1.35 postpaid. Sturgis & Walton Company, New York.

Somewhere between the routine of examinations and the eccentricities of dramatization there is still a large place for story-telling in education. The authors have plainly elucidated the art of story-telling and furnished a capital list of tales for the application.

Hygiene for the Worker (Crampton's Hygiene Series). By Wm. H. Tolman, Ph.D., Director, and Adelaide W. Guthrie, Department of Research, American Museum of Safety, New York City. Edited by C. W. Crampton, M.D., Director of Physical Training, Department of Education, New York City. Cloth, 12mo, 239 pages, illustrated. Price, 50 cents. American Book Company, New York.

In this day, when transportation companies and manufacturing concerns are looking out for the health of their employees and demanding of them obedience to hygienic rules, the laws of health have an increasing leverage on public opinion. Taking advantage of this fact, the authors of *Hygiene for the Workers* have prepared a special treatise of peculiar value. Their treatment of the subject is indicated by such chapter headings as good habits for the worker, hygiene of the workroom, after hours, occupational dangers—accidents and poisons, fire, first aid to the injured.

The School. An Introduction to the Study of Education. By J. J. Findlay, M.A., Ph.D., Professor of Education in Manchester University, Author of *Arnold of Rugby*, *Principles of Class Teaching*, etc. 256 pages. 50 cents net. Henry Holt & Co., New York.

A volume of the handy and well-printed Home University Library. The School is written from the English point of view with a full

appreciation of conditions in America. It treats of the rise of educational institutions, the functions of the school, the organization of education, types of school and the corporate life of school.

The Life of Frances E. Willard. By Anna A. Gordon. Popular Size. Cloth, \$1.50. Bound in Morocco and Boxed, Special Gift Edition, \$2.50. National Woman's Christian Temperance Union, Evanston, Ill.

This is a new biography of Miss Willard, in form and content adapted for popular reading. In mechanical execution and literary merit the volume does justice to its distinguished heroine.

British and American Eloquence. By Robert I. Fulton, Dean of the School of Oratory and Professor of Oratory, Ohio Wesleyan University, and Thomas C. Trueblood, Professor of Oratory, University of Michigan. 403 pages. \$1.25. Ginn & Co.

This book is a compilation following the line of many volumes already in print and improving on most of them. The well-known examples of oratory are here, together with some deserving of greater fame than they now have; for example, Beecher's Manchester speech. When Henry Ward Beecher's services to his country are properly appreciated, he will be known as the hero who, facing hostile British audiences, moved them to sympathy with the northern cause, and by so doing prevented the recognition of the Confederacy.

The English History Story-Book. By Albert F. Blaisdell and Francis K. Ball. School Edition. 198 pages. 50 cents. Little, Brown & Co., Boston.

Well-chosen selections from the ample store of dramatic and interesting events in English history. Pupils of the intermediate grades can use the book to advantage, and older children will enjoy the reading of it.

Forge Work. By William L. Ilgen, Forging Instructor, Crane Technical High School, Chicago, Ill. With Editorial Revision by Charles F. Moore, Head of Mechanical Department, Central Commercial and Manual Training High School, Newark, N. J. Cloth, 12mo, 222 pages. Price, 80 cents. American Book Company, New York.

Presents a simple but comprehensive course, which is accompanied by full directions, explanations, and exercises for practice. Leading up to and supplementing the work to be performed by the pupil is a descriptive text which treats of many matters of direct value and interest. The various tools and appliances of the forge shop, their use, and the different operations in forging are described in detail and illustrated by numerous drawings. Each chapter deals with a distinct subject and closes with a comprehensive series of questions for review. The student is taught to make simple objects, the various tools which he uses in the work, and is given many exercises which require a knowledge and use of the steam hammer and its tools.

Art smithing and scroll work are also presented.

The English History Story-Book. By Albert F. Blaisdell and Francis K. Ball, authors of *The American History Story-Book*, etc. With illustrations by Frank T. Merrill. 198 pages, 12mo. Decorated. Cloth. 75 cents. Little, Brown & Co., Boston.

A good supplementary reader for the fourth and fifth years and an introduction to English history. Brief chapters tell each a tale of king or hero or stirring event, the whole forming a simple, direct account of the English people.

The Riverside Readers. Fifth Reader. By James H. Van Syckle, Superintendent of Schools, Springfield, Mass., and Wilhelmina Seegmiller, Director of Art, Indianapolis Public Schools. 278 pages. Price, 55 cents. Houghton Mifflin Company, Boston.

The Fifth Reader of this series has unusual and interesting features. The first part contains myths, legends, and stories of adventure; in the second part three American authors are studied through their stories, sketches, and poems. There is a brief, lively biography of each author. A useful appendix gives collateral readings for every lesson, and another furnishes study-helps which do not make the children dependent but rather stimulate thought and effort. At the end is a little dictionary of difficult words. An inspiring introduction invites the children to listen to the voices that whisper in the rustling leaves, promising that their lives will deepen and broaden with the knowledge of times past and distant lands.

A Dramatic Version of Greek Myths and Hero Tales. Grades Sixth to Eighth. By Fannie Comstock, Teacher in the Bridgewater Normal School. 191 pages. 45 cents. Ginn & Co., Boston.

This is intended for supplementary reading. Stage directions are given for those who wish to act the stories. Because of the large number and great variety of the myths it contains, it will serve as a handbook for the teacher of younger children.

Evenings with Grandma in The Davis-Julian Series of Readers. By John W. Davis, District Superintendent of Schools, New York City. Part I, for Third Year Classes. 289 pages. D. C. Heath & Co., Boston.

The distinguishing feature of this book is the device which makes it a unit. Each evening Grandma tells the children a story from the folklore of Germany, England, Scandinavia, or Greece. The stories are illustrated and bound most satisfactorily in a book that opens without breaking. Questions and suggested exercises between the stories furnish language work for the grade. In the text new words, or new affixes to old words, are underscored.

Progressive Studies in English—I. Language Lessons for Intermediate Grades. By Alma Blount, Ph.D. (Cornell), Instructor in English in the Michigan State Normal College, and Clark S. Northup, Ph.D. (Cor-

nell), Assistant Professor of English in Cornell University. 284 pages. Henry Holt & Co., New York.

These Language Lessons contain exercises in composition, study of models, instruction in capitalization, abbreviation, letter-writing, correct use of troublesome forms, synonyms, homonyms, the parts of speech, etc. There are useful appendixes giving rules, lists of verbs often misused and suggestions for reading. Interesting and thorough.

Progressive Studies in English—II. An Elementary English Grammar with Composition. 330 pages. See preceding notice.

In this book the grammar is followed by Lessons in Composition, being a study of the forms of prose-writing with exercises and subjects for the pupils' composition, and several lessons in word-study. The grammar is cut down to essentials, the nomenclature is on the whole simple, the instruction direct. There is a great wealth of illustrative sentences and exercises for the classroom.

Composition Book by Grades. Four books, Third to Sixth grades inclusive. By William T. O'Shea, District Superintendent of Public Schools, New York, and Andrew E. Eichmann, Principal of Public School No. 97, Brooklyn. Illustrated. Cloth, each book 87 pages. 24 cents each. Charles E. Merrill Company, New York.

Carefully graded language work to cover the requirements of the course of study in these grades. The exercises and subjects for composition, as well as the models, are appropriate to the work and the interests of the children. In each book the work is laid out to cover three lessons a week of thirty minutes each. The models are original.

The Merrill Speller. By Ormond Wilson, formerly Superintendent of Public Schools, Washington, D. C., revised by Edith A. Winship. Book One, 132 pages, cloth. Book Two, 126 pages, cloth. Each 20 cents. Charles E. Merrill Company, New York.

The two books cover the work from the third grade to the end of the course. Stress is laid on the advantage of short lessons, the association of word and meaning, and accurate pronunciation. Sentences are given to show the use of the words, and the words to be studied are divided into syllables. The work is laid out definitely for each day. Difficulties are analyzed and there are thorough reviews. The arrangement of words on the page is perhaps a little confusing.

Dramatic Methods of Teaching. By Harriet Finlay-Johnson. Edited for American Teachers by Ellen M. Cyr. 12mo, cloth, 199 pages. Illustrated. \$1.00. Ginn & Co.

Miss Finlay-Johnson, having discovered in her village school on the Sussex Downs that children's love of games and of dramatic representation may be turned to account in teaching the facts of history, geography, and arithmetic, as well as in developing an appreciation

of literature, tells in this book how it is done. She gives plays that were adapted from books and others invented by the children in imitation of these; also photographs of scenes from the plays. She describes stage-properties and shows what time is given to the preparation of the plays. Many teachers will find the book of interest.

The Teaching of Composition. By E. T. Compagnac. Professor of Education in the University of Liverpool, etc. 35 cents, postpaid. The Riverside Educational Monographs. Houghton Mifflin Company.

This monograph comprises a series of lectures on the teaching of composition. It is not a plan, but rather a series of heart-to-heart talks on the theory of the subject; the purposes of composition, the mental and emotional causes of expression, the means of improving children's speech without crushing the impulse to talk, and "the encouragement of artistry" in the child.

Elements of Physics. By Edwin H. Hall. ix + 576 pages. Henry Holt & Co., New York.

An excellent successor to Hall and Bergen's Text Book of Physics. The new book, while still built like its predecessor on the foundations set forth by the National Education Association's Committee of 1897 and in the Harvard College entrance requirements, has been bettered in many ways. The collection of the laboratory exercises into a separate part at the back of the book, the substitution of some lecture experiments for certain laboratory exercises, the addition of a few entirely new exercises, clearer definitions, additional and better diagrams, and the enlargement of the subject-matter on the topics of molecular attractions, heat engines, optics, and the applications of electromagnetism are the chief changes. It is a teachable, explicit book, well presented as to sequence and diction, demanding co-operation of laboratory and classroom work, and appealing to the student through the logic of common sense experience and experimental observation.

Supplementary Arithmetic Problems. Second to sixth grades inclusive. Thirty-five dollars per thousand; 5 cents per copy, 10 or more; 10 cents per copy, less than 10. Twenty-four pages and cover. Seventh grade, same price as above, 28 pages. Eighth grade, \$40 per thousand; per copy, same as above. Thirty-six pages.

Answers to Problems in Supplementary Arithmetic Leaflets. Fourth to eighth grades inclusive (bound in one book), 13 pages; 10 cents per copy, 10 or more; 15 cents per copy, less than 10. Britton Printing Company, Cleveland, Ohio.

The use of these leaflets will relieve the teacher of drudgery in hunting up appropriate examples, and will save the time of the pupils in copying them. The exercises are well selected to meet the needs of the various grades and contain all the material which can possibly be needed.

LIPPINCOTT'S NEW SCHOOL BOOKS

Conservation of the Child

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This work offers a practical guide to the teacher, doctor, or anyone interested in child welfare, for the examination and measuring of intelligence of retarded and feeble-minded children. That there are 6,000,000 retarded and 150,000 feeble-minded children in our public schools makes this book particularly timely for the guidance of all interested in conserving the child.

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By LOUISE STEVENS BRYANT
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The author has made an elaborate study and comparison of various methods of school-feeding, and it is a particularly timely contribution to the one-and three-cent lunches to school children. The problems of malnutrition are thoroughly dealt with, throwing light on the mental, moral and physical development of the child.

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Current Educational Activities

By JOHN PALMER GARNER

Associate Supt. of Public Schools of
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A report upon current educational activities throughout the world, dealing with such problems as vocational and agricultural education development affecting the public schools and higher institutions of learning, social problems, foreign educational meetings, etc. A unique year book. Very serviceable.

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Grammar Exercises. Ninety-six pages and cover; \$50 per thousand; 10 cents per copy, 10 or more; 25 cents per copy, less than 10.

Supplementary Language Exercises. Fifth grade—28 pages, \$35 per thousand; 5 cents per copy, 10 or more; 10 cents per copy, less than 10.

Sixth grade—16 pages—\$30 per thousand; per copy, same as above. Britton Printing Company, Cleveland, Ohio.

The grammar exercises furnish illustrations of the special uses of words, the parts of speech, and sentences for analysis. Then, pursuant to the idea that we analyzed a sentence only to get at its meaning, there are a large number of sentences of considerable difficulty which are

not to be analyzed in the ordinary way, but by means of oral reading.

A Manual of Physical Education. By Leigh K. Baker, A.M., M.D., Supervisor of Physical Education and School Sanitation, Cleveland, Ohio. Sixty-four pages. 15 cents per copy, 10 or more; 25 cents per copy, less than 10. The Britton Printing Company, Cleveland, Ohio.

A Manual of Physical Training: Plays and Games for the Primary Grades. By R. Anna Morris. Fifty-three pages, 10 cents. The Britton Printing Company, Cleveland, Ohio.

These manuals present the modified Swedish system of gymnastics as taught in the schools

PLANT AND ANIMAL CHILDREN— HOW THEY GROW

By ELLEN TORELLE

This is an elementary text-book of biology. It is written especially for the pupils of the elementary schools and for beginning classes in agriculture and horticulture. It makes clear the ideas of evolution, heredity, variation, effect of environment, and the evolution of sex, without once mentioning these names.

The author has demonstrated in practical work in the public schools that children are not only greatly interested in the study of plant and animal life when this study is progressive and related to human life and its problems, but that children are also able to comprehend the subject matter of botany and zoology when this is expressed in language suitable to their comprehension.

Cloth. 238 pages. 335 illustrations. 50 cents.

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of Cleveland—they also contain some suggestions as to home exercises and some discussion of schoolroom hygiene.

The Genetic Philosophy of Education. By G. E. Partridge, Ph.D., author of *The Nervous Life* and *An Outline of Individual Study*. With an Introduction by G. Stanley Hall, Ph.D., LL.D., President of Clark University. 401 pages. Price, \$1.50 postpaid, \$1.68. Published by Sturgis & Walton Company, New York.

A brief, clear and adequate account of the genetic theory of mind and of education according to Dr. G. Stanley Hall was greatly needed. Such is this book. In it, Dr. Partridge has correlated all the important principles of the genetic philosophy and has placed them with correct values and appropriate emphasis in due order. The book has an excellent literary quality, and is readable as well as understandable. Dr. Hall belongs securely in the list of immortal educators; no other man has discovered and interpreted so much in the way of scientific facts and principles of educational moment. He is the modern leader of leaders. He has taught the world that soul is evolved as well as body and that emotions and instincts are inheritable as well as tissues and tendencies. This able and lucid exposition should be read by all of us, by parents and by teachers as well as by university students of education. Its permanent place in libraries is assured both by its agreeable style and by its substantial and highly important content.

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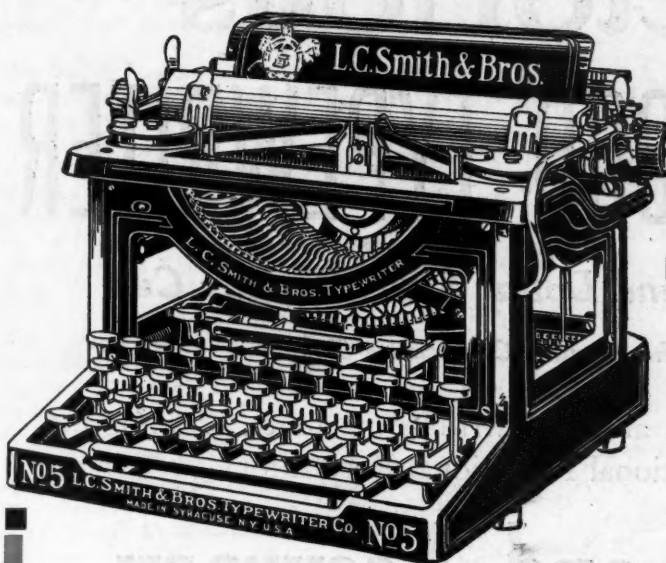
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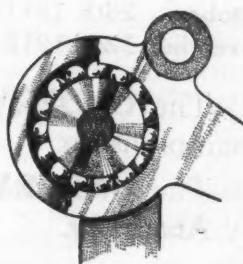
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Books Received

Language for Little People. By John Morrow, M.S., Assistant Superintendent of Schools, Pittsburgh, Pa. Cloth, 12mo, 80 pages, illustrated. Price, 25 cents. American Book Company, New York.

English for Foreigners. By Sara R. O'Brien. Book One, 50 cents net. Book Two, 248 pages, 70 cents net. Houghton Mifflin Company, Boston.

Our Children's Health at Home and at School. Edited by Charles E. Hecht, M.A., Secretary of the National Food Reform Association. Demy 8vo. Cloth back. 470 pages. Price, 5s. net. Post free, 5s. 6d. National Food Reform Association, 178 St. Stephen's House, Westminster Bridge, London.

Fine and Industrial Art in Elementary Schools. By Walter Sargent, Professor of Aesthetic and Industrial Education, School of Education, The University of Chicago. 132 pages. Ginn & Co., New York.

Pupil's Notebook and Study Outline in English History. By Francis A. Smith, A.B., Master, Head of the History Department, Girls' High School, Boston. Paper, 142 pages. Price, 25 cents. American Book Company, New York.

Daily Lesson Plans in Language: For Second and Third Years of Elementary Schools. By R. Lena H. Guingrich. Paper, 74 pages. A. Flanagan Company, Chicago.

Elementary Applied Chemistry. By Lewis B. Allyn, Department of Chemistry, State Normal School, Westfield, Mass. 127 pages. 60 cents. Ginn & Co., New York.

The Child's Day: The Woods Hutchinson Health Series. By Woods Hutchinson, A.M., M.D. Book One, 184 pages. Price, 40 cents net. Houghton Mifflin Company, Boston.

Le Cid, Par Pierre Corneille. Edited with introduction, notes and vocabulary by Colbert Searles, Associate Professor of Romantic Languages, Leland Stanford Junior University. 178 pages. Ginn & Co., New York.

Outlines of the History of German Literature. By John G. Robertson, Professor of German in the University of London, Author of History of German Literature. 320 pages. G. P. Putnam's Sons, New York

The Primary Plan Book. By Marian M. George. 128 pages. Price, 25 cents. One for each school month. Set of ten months, \$2.25. A. Flanagan Company, Chicago.

The People's School: A Study in Vocational Training. By Ruth Mary Weeks. Riverside Educational Monographs. 208 pages. Price, 60 cents. Houghton Mifflin Company, Boston, Mass.

Bookkeeping: Complete Course. By George W. Miner. 334 pages. Ginn & Co., New York.

Laboratory Exercises in Physiography. By James H. Smith, Austin High School; Ira W. Stahl, Lane Technical High School; Marion Sykes, Bowen High School, Chicago. 139 pages. D. C. Heath & Co.

History of Ancient Philosophy. By A. W. Benn, Author of The History of English Rationalism in the Nineteenth Century, 203 pages. G. P. Putnam's Sons, New York.

Exercises in Arithmetic. Numbers 1, 2, 3 and 4. By Edward L. Thorndike, Professor of Educational Psychology in Teachers' College, Columbia University, New York. 48 pages each. Frank D. Beattys & Co., New York.

Examples of Industrial Education. By Frank Mitchell Leavitt, Associate Professor of Industrial Education in the University of Chicago. 330 pages. Price, \$1.25. Ginn & Co., New York.

A Practice Book in Arithmetic. By Harriet E. Sharpe. 88 pages. Price, 15 cents. Silver, Burdett & Co., New York.

Byron's Fourth Canto of Childe Harold: The Prisoner of Chillon, and other poems. Edited by H. E. Coblenz, A.M., Principal of the South Division High School, Milwaukee. 138 pages. Longmans, Green & Co., New York.

Elements of Economics. By Henry Reed Burch, Ph.D., Head of Department of History and Economics, Central Manual Training School, Philadelphia, and Scott Nearing, Ph.D., Wharton School of Finance and Commerce, University of Pennsylvania. 363 pages. Price, \$1.00. The Macmillan Company, New York.

The Conservation of the Child. By Martin G. Brumbaugh, A.M., Ph.D., LL.D., Supt. of Schools, Philadelphia, and Arthur Holmes, Ph.D., Assistant Director of the Psychological Clinic, Assistant Professor of Psychology, University of Pennsylvania. Lippincott's Educational Series. Edited by Martin G. Brumbaugh. 345 pages. J. B. Lippincott Company, Philadelphia.

Elementary Entomology. By E. Dwight Sanderson, Dean of the College of Agriculture, West Virginia University, Director West Virginia Agricultural Experiment Station, and C. F. Jackson, Professor of Zoölogy and Entomology, New Hampshire College. 372 pages. Price, \$2.00. Ginn & Co., New York.

Select Poems of Robert Browning. Edited, with introduction and notes by Hugh C. Laughlin, A.M., Instructor in the Morris High School, New York City. 136 pages. D. Appleton Company, New York.

Historical Plays for Children. By Grace E. Bird, Department of English, State Normal School, Plymouth, N. H., and Maud Starling, Supervisor of Training, State Normal School, Plymouth, N. H. 292 pages.

Great Opera Stories. By Millicent S. Bender. 186 pages.

Stories Grandmother Told. By Kate Forrest Osswell, Author of American School Readers, Old-Time Tales and other books. 246 pages.

Nonsense Dialogues. By Ellen E. Kenyon-Warner. 168 pages.

Everychild's Series. Each, 40 cents, net. The Macmillan Company, New York.

Character Building in School. By Jane Brownlee, formerly Principal of Lagrange School, Toledo, O., Author of *A Plan for Child Training*. 268 pages. Houghton, Mifflin Company, Boston. Price, \$1.00.

The Dramatic Festival. By Anne A. T. Craig, with a foreword by Percival Chubb, Leader, Ethical Society, St. Louis, and an introduction by Peter W. Dykema, Director of Music and Festivals at the Ethical Culture School in New York City. 363 pages. G. P. Putnam's Sons, New York.

Washington and Lincoln: Leaders of the Nation in the Constitutional Eras of American History. By Robert W. McLaughlin. 278 pages. G. P. Putnam's Sons, New York.

The reading of the book brings conviction that the author's statement of its need is correct. Volumes multiply upon each of these heroes without any definite attempt to relate their characters and achievements. The tendency in such a study to discover far-fetched similarities is avoided and the result is a new and distinct addition to our historical literature.

Materials and Construction. A Text-Book of Elementary Structural Design. By James A. Pratt, Mech. E. 96 pages. 90 cents net. P. Blakiston's Son & Co., Philadelphia.

Circulars and Pamphlets Received

Education Department Bulletin. Published fortnightly by the University of the State of New York. No. 517—New York State Museum, John M. Clarke, director. Museum Bulletin 159. The Mineral Springs of Saratoga, by James F. Kemp.

No. 516. New York State Museum, John M. Clarke, director. Museum Bulletin 158. Eighth Report of the Director of the Science Division, including the 65th report of the State Museum, the 31st Report of the State Paleontologist for 1911.

United States Bureau of Education. Bulletin 1912, No. 18. Teaching Language through Agriculture and Domestic Science. By M. A. Leiper, Western Kentucky State Normal School.

Bulletin, 1912, No. 19. Professional Distribution of College and University Graduates. By Bailey B. Burritt.

Bulletin, 1912, No. 20. The Readjustment of a Rural High School to the Needs of the Community. By H. A. Brown, District Superintendent of Schools, Colebrook, N. H.

State Normal School, Richmond, Ky. Year Book—Nineteen Hundred and Twelve.

The One-Room and Village Schools in Illinois. Issued by The Department of Public Instruction. Francis G. Blair, Superintendent.

Education Department Bulletin. Published fortnightly by the University of the State of New York. No. 513. An Annotated, Graded, Classified and Priced List of Books suitable for Elementary School Libraries. With some suggestions in regard to the use of School Libraries.

No. 515. Slides and Photographs—American History—The Struggle for Independence.

Prospectus Muncie Normal Institute. Muncie, Ind.

Education Department Bulletin.—Published fortnightly by the University of the State of New York. No. 514. New York State Museum, John M. Clarke, Director. Charles H. Peck, State Botanist. Museum Bulletin 157. Report of the State Botanist, 1911.

Bulletin of the Metropolitan Museum of Art. New York, September, 1912.

Games and Toys. Selchow & Righter Company. 620 Broadway, New York City.

Report of the State Superintendent of Public Schools of the State of Maine, School Year Ending June 30, 1911.

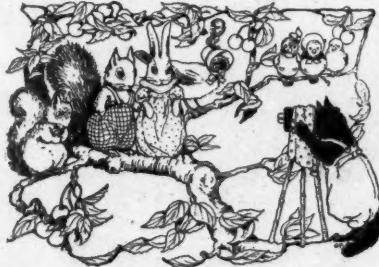
THE HAGUE TRIBUNAL

Cases for international arbitration brought before the permanent court of arbitration at The Hague from the time of its establishment in 1902 until the present time are given in an official communication of the international bureau of the court. The cases are eleven in all, averaging just over one a year. The Dogger Bank affair, in which Russian warships fired on the British fishing fleet in 1904, is not included, as it was settled by commission of inquiry, not by arbitration. The list of cases, with a twelfth case unofficially added, is as follows:

- 1 United States of America *vs.* United States of Mexico. Pious funds of the Californias.
- 2 Germany, Great Britain and Italy *vs.* Venezuela (Belgium, Spain, United States, France and Netherlands). Right of preference claimed by blockading powers.
- 3 Germany, France and Great Britain *vs.* Japan. Japanese house taxes.
- 4 France *vs.* Great Britain. Dhows of Maskat.
- 5 Germany *vs.* France. Deserters of Casablanca.
- 6 Norway *vs.* Sweden. Maritime frontier.
- 7 United States of America *vs.* Great Britain. Atlantic fisheries.
- 8 United States of America *vs.* Venezuela. Claims of the "Orinoco" Company.
- 9 France *vs.* Great Britain. Arrest and restitution of Savarkar.
- 10 Russia *vs.* Turkey. Arrears of interest on Russian indemnity.
- 11 Italy *vs.* Peru. Canevaro claim.
- 12 France *vs.* Italy. Seizure of French ships *Carthage*, *Manouba* and *Tavignano*.

HOLIDAY BOOKS

Cherry-Tree Children. By Mary Frances Blaisdell, author of *Boy Blue and His Friends*, *Polly and Dolly*, etc. Illustrated in color by Clara E. Atwood. 12mo. Decorated cloth, 60 cents. Little, Brown & Co., Boston.



From *Cherry Tree Children*, by Mary F. Blaisdell

A book for the very youngest readers. There is plenty of repetition in the vocabulary, together with interesting and instructive subject-matter. The cherry-tree children are robins, crows, squirrels, ducks, and others. Unlike other primers, this book is not divided into lessons, but, being a continuous whole, is more like a real story-book. The illustrations are jolly: you should see Muff and Ruff finding the frog, and Father Rabbit telling stories to his children, and Polly Robin teaching her young ones to sing.

Mother West-Wind's Children. By Thornton W. Burgess, author of *Old Mother West-Wind*. Illustrated by George Kerr. 168 pages. School edition, 45 cents. Little, Brown & Co., Boston, 1912.

A story-book for children of ten years, perhaps. In it one may read the adventures of Reddy Fox, Peter Rabbit, the Chipmunk, and their friends. From the day when Danny Meadowmouse brings Grandfather Frog "four fat, foolish green flies" to the day when Billy Mink upsets the same worthy's dignity and Grandfather Frog gets even, it is good reading. The style is unusually good and the characterization and incident amusing.

Donald in Scotland. Little People Everywhere Series. A Geographical Reader. By Etta Blaisdell McDonald and Julia Dalrymple. Illustrated. 117 pages. School edition, 60 cents. Little Brown & Co., Boston.

A delightful story of a family in the Highlands. The children, finding that Speckle, the hen, cannot be de-

pended on, improvise an incubator; and the first chick arrives at the close of a Scottish Sabbath. Donald from the Lowlands comes a-visiting, and tells about the wonders he has seen in his travels or read in books. He has never, however, "read a book that is half so interesting as that one little, yellow chicken."

Josepha in Spain is in the same series as the preceding. Josepha is a gypsy girl who turns out, in true fairy-tale fashion, to be somebody else. Both books give one a knowledge of how other countries look and how other people live.

The Water Babies. The Burlington Library. By Charles Kingsley. Illustrated in color by Ethel Everett. Decorated cloth, gilt top, in box, 243 pages, \$1.25. Little, Brown & Co., Boston.

A gift book for children. Tom is shown in the illustrations as the blackest of chimney-sweeps, reminding one of Topsy, and as the most gamesome of water babies. He is even caught in the act of escaping from the net of the professor of the unpronounceable name—caught making a microscopic dive into the friendly green depths of the sea. The blue cover with rows of conventional dolphins is appropriate. A great book it is, for a land baby of perhaps ten years.

The Poems of John Keats. In the same series with



From *Mother West Wind's Animal Friends*, by Thornton W. Burgess.

the above. With 24 illustrations in color by Averil Burleigh. 360 pages. Cloth cover, gilt top, in box, \$1.25. Little, Brown & Co.

An attractive edition with gracefully drawn and beautifully colored illustrations. There are ladies in trailing garments—jewels in the grassy meads—and fearsome witches against the moon. From the first line, "I stood on tiptoe on a little hill," to the last sonnet, it is clear in print and generous in spacing. The cover is simple and conventional. Altogether it will make an acceptable gift for many a lover of Keats.

Rambles in Norway. By Harold Simpson, author of *A Century of Ballads*, *The Garden of Song*, etc. With eight illustrations in color and thirty-two from photographs. 242 pages, \$1.25. Dana Estes & Co., Boston.

If you don't know what the Wonderful Geiranger is, or the Lotefos, ask in your favorite book-shop for *Rambles in Norway*. It is very readable. The writer has, together with an appreciation of the wonders of the land, a sense of the entertaining in unplanned incidents of his journey, and a notion of the relation of things. The method of drying hay, it appears, has a distinct influence upon the landscape in certain places. The method of hoisting milk to houses perched on rocky heights is of interest to him, as well as the wonders of the Röldalsvand.



From *The Mountain Divide*, by Frank H. Spearman, Published by Charles Scribner's Sons.

tion. The narrative is made more interesting by the fierce raids by bands of hostile savages and the great herds of buffalo which swept before the eyes of the toiling men. "Bucks," the boy telegrapher, is placed into this turbulent and menaced camp, with little experience and a goodly amount of "sand," and plays his part well. Price, \$1.25 net. Charles Scribner's Sons, New York.

Donald Kirk, The Morning Record Copy-Boy. By Edward Mott Wooley. Price, \$1.20 net. Little, Brown & Co., Boston.

This is just the kind of a story that boys will revel in, for it reveals the mysterious workings of a big city newspaper office. Donald Kirk, a copy-boy at the beck

and call of the city editor and reporters, is ambitious to become a newspaper man, and improves his opportunity to "make good" in his position. Accompanying the "star" reporters in search of new stories, he has many exciting experiences, and is able to help them out in not a few exciting episodes.



From "The Minute Boys of Yorktown." Dana Estes & Company, Publishers, Boston.

The Minute Boys of Yorktown. By James Otis. Illustrated by J. W. F. Kennedy. Price, cloth, \$1.25. Dana Estes & Co., Boston.

To the boy who is interested in history the Minute Boys at Yorktown will make a strong appeal. Mr. Otis recognizes the fact that the boy has had a place in the making of American history, and he portrays herein the lives of two young Virginians who, on the advice of Uncle Remus, take an active part in the Revolutionary struggle, and the book brings out, as never before, the part played by the youth of the Colonial period.

Ned Brewster's Year in the Big Woods, by Chauncey J. Hawkins, is a book which will be read by many an American boy. The story is that of a whole year spent in the wilderness of New Brunswick by Ned Brewster, a city boy, who made the most of his prolonged outing. With his father, an experienced sportsman, and their faithful guide, Mose, Ned learns the ways of the forest denizens and many other things. Told in Ned's own



From Ned Brewster's Year in the Big Woods, by Chauncey J. Hawkins

language, boys 12 to 16 will eagerly read of his many experiences with moose and with other animals, such as the panther, the deer, the beaver, etc.

Price, \$1.20 net. Little, Brown & Co., Boston.

The Fairies and the Christmas Child. By Lillian Gask. Illustrated by Willy Pogany. Large 8mo, price, cloth, \$2. Thomas Y. Crowell Company, New York.

Author and artist share the honors in this beautiful Christmas fairy book for children. Miss Gask is a talented writer, who has specialized in the field of tales from various sources and many lands. Those woven here into one continuous story concern the elves, nymphs, brownies, pixies, and other fairy creatures of England, France, Germany and Italy, and center around a little boy who can see all these interesting personages because he was born on Christmas Day. They tell him their legends and fairy lore, as he accompanies his father from place to place in his travels, and he has made the most of his opportunity here. Besides eight fine colored illustrations, there are a large number of full-page drawings in black and white, and on every other page is one of the artist's imitable smaller sketches. The book is set in large type and is easily read by the younger children. In every respect the volume may be properly called a de luxe fairy book.

Among the many holiday gift books offered this year, and many have appeared, *A Little Book of Christmas*,

by John Kendrick Bangs, is certainly one of the very best, and will find its way into many a library. The work is beautifully illustrated in color by Arthur E. Beecher, which adds greatly to its general attractiveness. It is an ideal book for Christmas, written in the best vein of this celebrated author. It contains a quartet of stories of Christmas Eve in New York, and breathes from beginning to end the true Christmas spirit. Price, \$1.00. Little, Brown & Co., Boston.



From True Tales of Arctic Heroism, by Major-General A. W. Greeley. Published by Charles Scribner's Sons.

True Tales of Arctic Heroism in the New World. By General A. W. Greeley. Price, \$1.50 net. Charles Scribner's Sons, New York.

This volume chronicles the brave and daring deeds, successes and experiences of the intrepid heroes who have gone to the far north in search of the pole. It covers the history of arctic exploration from the earliest days to the achievements of Peary and Amundsen. Those to whom this mystic region has always been a land of unknown dangers and strange unrealities will find in this book much to enlighten and instruct them, and the stirring adventures and hairbreadth escapes of the characters render the volume one of unusual entertainment as well.

The Fourth Dawn. By Leslie W. Quirk. Price, \$1.20 net. Little, Brown & Co.

This is unquestionably one of the best football stories of the year, and will be eagerly read by those who had the pleasure of reading Baby Elton, Quarterback, by the same author. Penfield Wayne, a freshman at Wellworth College, is the hero of *The Fourth Dawn*. At the outset Wayne has a high opinion of his football skill, but because he disobeys the instructions of the coach in an important game, he is relegated to the sidelines early in the season. The story is replete with the hero's setbacks, triumphs, disappointments and achievements. *The Fourth Dawn* is the first volume in the Wellworth College Series for boys fourteen and upwards.

Historic Poems and Ballads. By Rupert S. Holland. Price, \$1.50. George W. Jacobs & Co., Philadelphia.



Fairies

The object of this book is to tell the story of many of the stirring scenes of history through famous poems, or ballads, and short descriptions. A glossary of the more unusual words used in the poems and an explanation of the names of persons and places are included at the end of the volume.

Selections are made from John Greenleaf Whittier, Emerson and other noted writers. This book will prove of great value in the lists of young people's reading circles.

The Fir-Tree Fairy Book. Edited by Clifton Johnson. Fully illustrated by Alexander Popini. Price, \$1.50. Little, Brown & Co., Boston.

This is a crown octavo volume containing new versions of favorite fairy tales, especially suited to the home fireside with all the interest, charm, and sweetness of the stories retained, while savagery, distressing details, and excessive pathos have, to a larger degree, been omitted. It is a collection of favorite wonder tales of many nations, and includes such famous stories as *The Sleeping Beauty*, *Puss in Boots*, *Blue Beard*, *Pied Piper*, and *The Babes in the Wood*. For children seven to twelve.

As a fitting accompaniment in the same series can be found *The Oak-Tree Fairy Book*, *The Birch-Tree Fairy Book* and *The Elm-Tree Fairy Book*.

Little Women, or Meg, Jo, Beth and Amy. By Louisa M. Alcott. Players' edition, with 12 illustrations from scenes in the play. Price, \$1.50 net. Little, Brown & Co., Boston.

Many years after its original publication, *Little Women* has been successfully dramatized. This new "Players' Edition" will, perhaps, be more attractive to many readers than any other edition. Nearly a million copies of this favorite classic have been sold, and among books for the young it is still unrivaled in popularity.



From *Little Women*, by Louisa M. Alcott (New Players' Edition)

Watercolors of Oxford. Dana Estes & Co., Boston. This book is not a history of Oxford, nor does it claim to be complete. It is simply a series of pictures, selected as samples of the many-sided interest and perennial charm of the university city, interleaved with brief notes.

To those who know and love Oxford, any attempt to portray her manifold attractions, whether by pen or pencil, must always seem inadequate. It is hoped that this collection, fragmentary though it really is, may not be without some value both as a souvenir for those to

whom Oxford is full of cherished memories, and as an inducement to others, who as yet know her only by name, to gain first-hand impressions by a personal visit.

Red Gauntlet. By Walter Scott. George W. Jacobs & Co., Philadelphia.

This book, revised for youthful readers by Alice F. Jackson, brings the work of this celebrated writer within the complete understanding of the young mind. None of the important details of the original plot are omitted, and a reading of the volume by young people will give them an adequate and clear idea of the style and force of an author which up to the present time his elders only have been able to enjoy. The book is brought out in holiday form and contains a number of colored illustrations by Monroe S. Orr.

The Wonder Workers, by Mary H. Wade, with illustrations from photographs, is a collection of true stories for children from 10 to 15. They tell of the eventful lives of real people who perform feats as marvelous as those of the story-book favorites. Edison, the magician of electricity; Burbank, the creator of new fruits and flowers; Helen Keller, Jane Addams, Judge Lindsey and Henry George all figure, and their wonderful achievements and lives are interestingly told. Price, \$1.00 net. Little, Brown & Co., Boston.

The Young Crusaders at Washington. By George P. Atwater. Illustrated. Price, \$1.50. Little, Brown & Co., Boston.

This is the second volume in The Young Crusaders Series, for boys 10 to 16, giving the exciting adventures in Washington of the boy soldiers who proved so enjoyable in the first book. The Boy Scouts especially will enjoy this book, and every young reader who glories in the part the boy has taken in the making of our country will read this volume with great pleasure.



Old Four-Toes

bound to happen. In this latest book of the Bar B Series, after Phil has shaken hands with his cowboy chum,

It is safe to say that few American boys are unacquainted with the young easterner, Phil Macowan, and it is equally safe to say that they will welcome meeting him again in Edwin L. Sabin's book, *Old Four-Toes*, or *Hunters of the Peaks*. Bearing in mind his lively adventures with the Bar B ranchers, the boy reader knows that as soon as this lucky fellow arrives in the far west for his annual vacation things are

Chester Simms, they start off on a long-planned hunting trip among the passes, in the Lost Park country. Their guide is the veteran trapper, Grizzly Dan, past-master of everything pertaining to hunting, trapping and Indians. Grizzly Dan shares the honors of the book with another veteran of the wilds, "Old Four-Toes," a monster grizzly bear. Many old friends of the boys appear in the book, including the charming Cherry and her father, whom Old Dan and the boys rescue from some lawless Ute Indians. The whole story is stimulating, like the air of the mountains where the story is laid. The boys will want to add this book to their Bar B Series. Price, \$1.50. Thomas Y. Crowell Company, New York.

The Arm Chair at the Inn, by F. H. Smith, is an absorbing story in which many of the incidents stand out with singular completeness and dramatic quality. The love story of Mignon and Gaston holds the reader throughout the book, and dominates the experiences of the marquise and her five men friends, artists, sculptors, explorers and engineers, whose tales of adventure and deeper personal experience illuminate the narrative, giving it a vanity, color, and freshness rare in many stories. A famous and charming old Normandy inn is the scene, and Mr. Smith's genial kindness of expression and sympathetic understanding of all kinds and classes of human nature pervade the book and makes it a delightful background for many startling adventures. Price, \$1.30 net. Chas. Scribner's Sons, New York.

Dave Morrell's Battery. By Hollis Godfrey. Illustrations by Franklin T. Wood. Price, \$1.25 net. Little, Brown & Co., Boston.

This is a capital story of the adventures and misadventures that befell the young inventor of a storage battery, and is the third volume in The Young Captains of Industry Series.

A motor-boat race, a clever capture of a thief, an amusing encounter with an East Side "thug,"

a wild chase across country, etc., furnish excitement enough for boy readers of 14 and upwards.

A Manual of Shoemaking. By William H. Dooley. 12mo. Price, \$1.50 net. Little, Brown & Co., Boston.

Among books of a practical nature this work will occupy a prominent place. Mr. Dooley covers exhaustively the great industry of shoemaking, and presents the history of footwear in a concise manner, showing its growth to the present admirable stage. Leathers are described, methods of tanning, the process of shoe manufacturing, together with the allied industries. This book is an excellent volume for the school reading-table.



From *The Arm Chair at the Inn*, by F. Hopkinson Smith. Published by Charles Scribner's Sons.



From *Dave Morrell's Battery*, by Hollis Godfrey.

Piebald, King of the Bronchos, by Clarence Hawkins, is an interesting story covering the life of a wild horse in the mountains of the west and cannot fail to interest the young reader. It gives a very accurate history of the large droves of wild horses which the pioneers found roaming about the western plains. "Piebald" is the hero of the story, and we are sure that all young readers will enjoy making his intimate acquaintance. George W. Jacobs & Co., Philadelphia.

In John Hancock, the Picturesque Patriot, Mr. Lorenzo Sears presents an unusually acceptable holiday book to readers, and the volume will specially appeal to students of history. The frontispiece is a beautiful photogravure, which enhances the general attractiveness of the volume. The book details justly the career of John Hancock, as an important citizen of the Commonwealth, and gives an impartial estimate of the place he holds and rightly deserves in American history. 12mo. Price, \$1.50 net. Little, Brown & Co., Boston.

The Flowers and Their Story. By Hildreth Friend. Price, \$2.00. Dana Estes & Co., Boston.

The author of this volume holds that young people are born with a love of nature, and that by the devel-

opment of this taste the joy and usefulness of life may be greatly increased. It has been his pleasure for many years to give addresses and lectures to young people and to conduct botany class excursions and club rambles, and in various ways to foster in children's minds a love for the beautiful.

For many years his *Flowers and Flower Lore* has been a popular and standard work, and in the present volume the results of a long and patient study have been brought together. Such chapters as those on "Moss Troopers," "Balloons and Floats," "Flags and Banners," and "Steeple Jacks" can hardly fail to appeal to the schoolboy; while the girls in turn will find pleasure in those on "Lords and Ladies Among the Nobility," "The Flowers of Mary" and "In the Show Room." The author has made botany a pastime and seeks to store the young mind with the most useful and pleasing facts. Difficult names and hard words are either eschewed or explained, while the real fascination of the plant is kept always in view. The book is profusely illustrated because it is felt that the young will thus the more readily recognize the plants when seen in the field.

Childhood is one of the most charming and attractive holiday gifts that will be offered this year. This book is a collection of photographs made by Celia Bull Hunter and Caroline Ogden, and is appropriately accompanied by Rhymes of Home and Rhymes of Little Boys, by Burgess Johnson. There are twenty illustrations in all and they are the best ones of their kind ever incorporated in book form.

The original poems by Burgess Johnson prove again that this young poet may well be said to have fallen heir to the mantle of Eugene Field. Each poem is a gem, and several of them are supposed to be spoken by the subjects themselves. He has put his best thought into what here appears in print for the first time, and the results are well worthy of the beautiful setting given by the publishers. The volume will be a gift to be praised by young mothers. The volume is handsomely bound and enclosed in an artistic case. Price, cloth, \$3.00; Leather, \$10.00. Thomas Y. Crowell Company, New York City.

The Bunnikins-Bunnies and the Moon King. By Edith B. Davidson. Price, 50 cents net. Little, Brown & Co., Boston.

This third book in Miss Davidson's delightful Bunnikins-Bunnies Series is sure to be eagerly read by the little ones, 4 to 8. In this new story, Mr. Bunnikins-

Bunny came home feeling out of sorts. His friend, Mr. Gray Squirrel, dropped in and said, "What you need is a change of air. Come for a trip with me in my new airship." And Mr. Bunnikins-Bunny went. Miss Atwood's characteristic pictures add to the charm of the book.

Henley's American Captain. Henley Schoolboy Series. By Frank E. Channon. Price, \$1.50. Little, Brown & Co., Boston.

A tale of school adventure for the grammar-school boy. Two American boys are at an English school. One is captain; the other, though an interesting character and son of a millionaire, is unpopular till the end of the story. At one time he attempts to raise the Stars and Stripes on the playground flagpole. There are three rescues, a race or two, a football game, and a kidnapping. The spirit is good and the boys are of the right sort, albeit of heroic temper, as is proper in this kind of tale.

From *Henley's American Captain*, by Frank E. Channon



Childhood

When Christmas Came Too Early. Price, 75 cents net. Little, Brown & Co., Boston.

This delightful little Christmas Tale by Mabel Fuller Blodgett treats of a boy, Ben, who found fault because Christmas didn't come earlier, and talked in such a silly way about it that he was sent to bed without any supper. And then what surprising things happened! Christmas came too early and all the children were disappointed in their presents. Mrs. Blodgett tells a very delightful story that will appeal to children, 9 to 13.

Curiosity Kate. Price; \$1.20 net. Little, Brown & Co., Boston.

In this book Florence Bone tells a pleasing, natural story of an English girls' boarding-school called Coniston College that will delight all girls 12 to 16. Kate herself, a descendant of the famous Tudor family, finds that her whims and fancies and her much boasted of ancestry are of little consequence to the clever girls in her "form." Evelyn Lucas, the daughter of a poor London rector; Betty Lyle, whose father is a famous member of Parliament; Jean Anderson, from Edinburgh, and Jacqueline Richmond, from America, form a group of schoolgirls hard to equal.

The Boys' Parkman. Compiled by Louise S. Hasbrouck, with a life of Parkman. Illustrated by Howard Pyle, De Cost Smith and other artists. Price, \$1.00 net. Little, Brown & Co., Boston.

The most thrilling and picturesque passages of Francis Parkman's historical writings are collected in this



book for the boy from 9 to 14. All of the chapters have to do, in one way or another, with Indians, their manners, customs, and characteristics. Mrs. Hasbrouck has supplied a brief life of Parkman.

Mr. Ralph Paine's interpretation of college life has always been of great interest to college students, and his new book, *Campus Days*, measures up to his past literary successes. In this new book he tells of grinds and sports, of athletes and loafers, their troubles and their triumphs, and their sentimental adventures and harebrained escapades, in a most interesting manner, which cannot fail to interest the reader of college tales. Illustrated. Price, \$1.50 net. Charles Scribner's Sons, New York.

The Party Book. By Winnifred Fales and Mary H. Northend. Price, cloth, \$2.00 net. Little, Brown & Co., Boston.

This book is especially devoted to party-giving in which the hostess is shown how to adapt and apply general principles to specific conditions and occasions. The first part is devoted to luncheons and dinners, and contains chapters on the invitations, setting the table correctly, and formal and informal menus. Part II, dealing with table decorations, contains chapters on color schemes and center-pieces, candle-shades, place-cards, decorated tables for holidays, weddings and wedding anniversaries, engagement and débutante luncheons, etc. Part III gives useful information regarding refreshments for evening parties, with chapters on new ways of serving ice-cream, beverages hot and cold, and cakes, salads, and sandwiches. Part IV gives information as to what to do for entertainment, including guessing contests, games new and old, etc.

The Hallowell Partnership, by Katharine Holland Brown, is the life story of a brother and sister whose partnership becomes a very real and vital one through their adventures together on a large engineering irrigation project in the West. It is a story full of live fun and danger as well as hard work, and introduces a number of likable people, both old and young, making a narration of interesting events which holds the attention of the reader from beginning to end and makes a most acceptable holiday gift. Price, \$1.00. Charles Scribner's Sons, New York.

Folk Tales of East and West, by John Harrington Cox, will greatly interest the young lover of folk-lore. It is a collection of old folk tales, given in simple English for children 11 to 14. The tales are taken from various countries, such as Sweden, Japan, England in Chaucer's time, etc. A delightful book to be read by the little folks. Price, \$1.00 net. Little, Brown & Co., Boston.

The Romance of a State Secret, by W. Trafford Taunton, will be eagerly read by all lovers of history, whether young or old. The story treats of the stirring events of England's history in the seventeenth century. Lord Rochester, the Duke of Buckingham, Monsieur de Rohan, and many other characters well known in history figure prominently in this narrative and the reader is given an intimate acquaintance with them all. The

work will add materially to a better understanding of the history of the period, and will undoubtedly enjoy a large acceptance. Price, \$1.25 net. Dana Estes & Co., Boston.

Captain Quadring. By William Hay. Dana Estes & Co., Boston.

This story treats of England's convict colony at Malaia and is a story of unusual strength and fully equal to "Herridge of Reality Swamp" by the same author. The mutual hate of the brothers Andrew and Henry Fairservice, dating from their boyhood days, furnishes the basis for the tragedy of the story, and it is into this turmoil of human passion that Elizabeth Beckworth steps and gives the narrative its softer passages. We doubt if any reader will begin this book and lay it aside before finishing the story.

Building an Airship at Silver Fox Farm. By James Otis. Price, \$1.50. Thomas Y. Crowell Company, New York.

This is an unusually interesting story for boys. Mr. Otis has had a long experience in writing for boys, and this story is fully up to the excellent standard which he has set in his previous books. A number of appropriate illustrations are contributed by Charles Copeland, which add much to the

interest and attractiveness of the edition.

In Our Little Polish Cousin, by Florence E. Mendel, library edition, the author tells in her usual interesting style the life of the child in far-away Poland, and those who have had the pleasure of reading any of the Little Cousin Series will welcome this new story. There are some forty volumes in this attractive series, and one or all of them should be found in every school library. Illustrated. Price, 60 cents. L. C. Page & Co., Boston, Mass.

To the lover of books of travel, L. C. Page & Co.'s two new books, *The Spell of France* and *The Spell of England*, will furnish most interesting reading. The author clearly describes in readable form all the places of interest in these two countries. Both volumes are profusely illustrated in color and halftones, and are handsomely bound in cloth. They will make a most acceptable holiday gift. Price, \$2.50. L. C. Page & Co., Boston, Mass.



Air Ship

The Unknown Quantity. By Henry Van Dyke. Price, \$1.50 net. Charles Scribner's Sons, New York.

This new novel by Henry Van Dyke immediately commands the attention of a large body of enthusiastic readers. The audience which he gained by *The Blue Flower*, *The Ruling Passion* and *Days Off* has increased in number and appreciation every

year. His books are always full of life, and this new volume is his most important prose fiction. It contains a number of short, modern fables published serially as *Half-Told Tales*, and eleven longer short stories. They are French-Canadian mystery stories, such as *The Wedding Ring*, psychological stories, stories of the effect of music, and two stories of redemption. All have in common "the unknown quantity." The book contains several colored illustrations, which add greatly to the attractiveness of the volume. Price, \$1.50 net. Charles Scribner's Sons, New York.

Uniform with the above volume by the same author, published, by Scribner's, are the following: *Out of Doors in the Holy Land*, *Fisherman's Luck*, *The Blue Flower*, and *The Ruling Passion*.

Nancy Porter's Opportunity, by Marion Ames Taggart, will most surely be welcomed by those who have followed *The Doctor's Little Girl* through the earlier years of her childhood. She continues in this new book to press the keynotes of optimism and good will. Illustrated. Price, \$1.50. L. C. Page & Co., Boston, Mass.

Miss Will Allen Dronigoole is an author whose art has successfully held the interest of both men and women, and the brilliant southern writer has again accomplished this with success in *The Island of Beautiful Things*. Through the life of a small boy, a strong fighting man is led to again put his trust in humanity once more—and in a woman. She has developed the story so sympathetically that the book and the people in it will linger a long time in the memory of the reader. Price, \$1.25. L. C. Page & Co., Boston, Mass.



From *The Unknown Quantity*, by Henry Van Dyke. Published by Charles Scribner's Sons.

Our Presidents and Their Office. By William Estabrook Chancellor. With an Introduction by Champ Clark. 603 pages. Price, \$3. The Neale Publishing Company, New York.

Dr. Chancellor is one of the few men actively engaged in school work who have won distinction in the field of historical research. His work as a writer on educational and pedagogical topics is too well known to require comment in any educational publication. His latest book, *Our Presidents*, adds new laurels to his achievements as an historian. While this book is intended for the general reader, it seems to us destined to fill an important place among school library books, and it is almost certain to be used as a text-book by many discriminating teachers of American history.

In his introduction, which, by the way, is a gem among introductions, Speaker Clark says: "As a rule, our presidents have been the leaders of men, and of the political thought of their respective parties, and ours is a government by parties, or perhaps, to speak more precisely, a government by majorities. As it has been, so it is now, and so let us hope it always will be. Some of us may not wish it so to be, but the principle is fixed in the very nature of Americanism. Consequently an adequate discussion of the Presidents is really a history of the government of our country under the Constitution. The more that history is studied by our people, the better for us all. An intelligent democracy is the finest of all societies of men."

The general plan of the book is excellent. A brief sketch is given of the life of each President. Certain uniform standards are then applied and each chief executive and his administration is measured by these standards. The relation of the President and his administration to the main forces of American history are then discussed, while throughout the book the development in the Presidency itself, which has been so noteworthy, is clearly brought out.

The entire book is written in the author's happiest style. It is interesting, instructive and impartial. The author calls attention to the fact that we are still too near even the first President to be able to say: "This is the truth, the whole truth and nothing but the truth." Far less may one say it of the Presidents of recent years.

Coming from the press, as it does, just at the close of a great presidential campaign, Dr. Chancellor's book is most timely. It will help thousands of readers to a better appreciation of the spirit of the Constitution and will aid many students of history to a better understanding of the problems and difficulties which confront the Chief Executive. It is a thought-stimulating book and it will take an important place among the books to be read and re-read.



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President of the Royal Academy.

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Little-Known Sisters of Well-Known Men. By Sarah Gertrude Pomeroy, A.M., author of *A Loyal Little Subject*, *A Festival of Light*, etc. 304 pages. Dana Estes & Co., Boston.

Miss Pomeroy gives us sketches of the lives of nine devoted sisters of men famous in the literary world. There is Mary Sidney, the



From "Little-Known Sisters." Dana Estes & Company, Publishers, Boston.

court beauty, sister to the flower of knighthood; Mary Ann Lamb, brilliant but afflicted, tenderly cared for, all his life, by her famous brother; Dorothy Wordsworth, who kept Wordsworth's house and inspired and comforted him till he married, and after; Elizabeth Whittier, determined and active ally of her brother and his friends in the anti-slavery days; Sarianna Browning, who believed in the poet's genius before he won his fame; Hannah Macaulay, Sarah Disraeli, Sophia Thoreau, and Eliza Parkman. We get chiefly the feminine, domestic side of their lives.

A Book of Nimble Beasts, Bunny Rabbit, Squirrel, Toad and Those Sort of People. By Douglas English, Fellow and Medallist of the Royal Photographic Society. With over 200 illustrations from photographs of living animals, taken by the author. 319 pages. Dana Estes & Co., Boston.

The introduction says that the book is for boys and girls, and haply grown-ups, who have never seen a weasel or a harvest mouse, to show them "God's Under-World; a world of queer small happenings; of sparkling eyes and vanishing tails; a whispering, rustling World."

It will be seen that Mr. English has the knack of selection, and of choosing the unique word or phrase. He is humorous, tender, reflective, by turns. His creatures are individuals, and his

stories often involve conversations among them. Occasionally boys and girls may find his meaning difficult to follow, as when the Man adopts Bunny Rabbit, in the place of the lost locket and shattered hopes. They would, however, pick up much information about the look and habits of the wee beasts and about their nests and haunts. Some of his photographs are quite wonderful.

Modern Argentina, The El Dorado of To-day. With Notes on Uruguay and Chile. By W. H. Koebel. With one hundred and twenty illustrations. 380 pages. Dana Estes & Co., Boston.

Argentina has become, in a comparatively short time, a rich and busy republic. The story of its suddenly and easily acquired wealth, its development, its people, with information concerning its industries, its advantages, its pests, its government, its social life, art, sports, etc., is



From "Saddles and Lariats." Dana Estes & Company, Publishers, Boston.

to be found in Mr. Koebel's book. If you are self-convicted of ignorance of this extensive country, it is the book for you to read.

Saddles and Lariats—The Largely True Story of the Bar-Circle Outfit and Their Attempt to Take a Big

Drove of Longhorns from Texas to California, in the Days When the Gold Fever Raged. By Lewis B. Miller, author of The White River Raft, a Crooked Trail, etc. Illustrated. 285 pages. Dana Estes & Co. Boston.

The guileless, rather leisurely history of a journey through the western country in 1854. The characters are well educated and of good eastern stock. One of them has become interested in a girl of Texas whose family joins the Mormons. The "outfit" follow a long route, encounter dangers from Comanches, untamable mustangs, stampedes, thieves, fire, Mormons, Sioux—and finally, after rescuing the girl from the Mormons, give up their dangerous journey, divide the cattle, and seek separate fortunes.

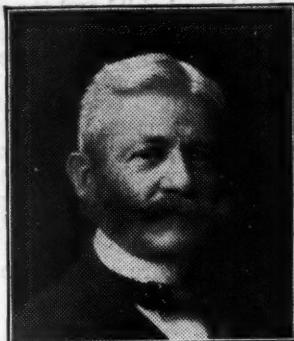
Fairs and Fêtes. By Caroline French Benton, author of A Little Cook Book for a Little Girl, Living on a Little, Easy Entertaining, etc. Illustrated. 168 pages. Dana Estes & Co., Boston.

This is a great book for those who entertain the public for a consideration. The fêtes are arranged for autumn, winter, spring, or summer, and there are added hints for entertainments on a small scale. "The Festival of Robin Hood and His Merrie Men," "The Festival of Trees," "A Leaf Party," "A School Bazaar," "The Festival of Dolls," "A Peddler's Fair," "The Festival of Windmills," "The Festival of Books," "A Venetian Fête," "A Queen Anne Party," "A Penny Party" are some of the chapter titles. Busy church or club workers may find valuable suggestions in the book.



From "Fairs and Fêtes." Dana Estes & Company, Publishers, Boston.

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THE POINT OF VIEW

New York Has Doubts

These two items appear simultaneously in the newspapers. One is from New York:

The fact that a certain seat in the 4A grade of the Lincoln School in Flushing remained vacant when it should have been occupied at the beginning of the fall term by fifteen-year-old Anna Scocca led the truant officer to her home yesterday. When he asked why Anna was not at school, her mother replied with a smile:

"Anna is never going to school again. Anna is too busy to go just now."

The truant officer explained at great length that Anna would have to go to school or her parents would be summoned to court.

But Anna's mother only smiled more broadly.

"Anna is going to be married," she said, "and she is very busy making the dresses she will need."

The local school authorities in Flushing said the case presented unusual features. They noted that the working papers of the board of education could not be issued to Anna, as she had only reached 4A; but they were not sure that a wife needed working papers.

Philadelphia Has No Doubts

The other is from Philadelphia:

John Palasis, of Logan street, must send his thirteen-year-old wife to school for another year or he will have to go to jail. The girl wife was reported by the truant officer, and her father was arrested. The smiling little helpmeet waved a marriage certificate before the astonished magistrate, and said:

"I no go to school. I stay home and make beds and get husband's meals."

Magistrate Boyle fined the father \$14 and costs.

A queer country, this, that allows thirteen and fifteen-year-old girls to make a legal contract of marriage, while still under the workings of the attendance laws. Verily, some one will be saying, "What God hath joined together let no attendance officer put asunder"; or else they will say, "What attendance officer may put asunder, let not God join together."

Now It Certainly Will Be Read

Mr. Ernest C. Moore has handed in a little paper on the subject of the New York board of education, a report in fact of the commission on school inquiry. The refusal of the board of estimate, one of the big wheels of New York machinery, to publish this same report is altogether proper. In the first place there is in the document a lamentable lack of statistics, which in this day of riotous figures is unpardonable. In the next place the bald facts stated can be easily assimilated by a public that is altogether too ready to believe such statements.

Snobbery

The academic cap and gown will be welcomed at all exercises, and will be expected at the reception on Wednesday evening and at the dedicatory procession and exercises on Thursday afternoon.—*From the invitation to the dedicatory exercises of the education building at Albany.*

Shades of that good old democrat, DeWitt Clinton!

A Study in Terminology

A number of exceptional men and women have just held a congress for the discussion of exceptional children. It may be needless to say that in the preceding sentence the word exceptional is used in two different senses. This suggests the fact that a person has to keep mighty close track of books and speeches on education in order to understand the shifting use of terms. Mrs. Fondmater's frequent remarks about her own exceptional children do not throw any light upon the use of the word when teachers talk about exceptional children.

A New One

One of the dear ladies at this conference read a paper to which she gave the title of The Borderland Child. That's a new one to me, though I may be somewhat backward—retarded—in my studies in pedagogical terminology. I found all the well-known expressions in the report of the proceedings—the defective child, the abnormal child, the more impressive sub-normal child, the highly technical atypical child, the plain ungraded or backward child and the child of low mentality. These are not synonymous terms, by any means; certainly not. There are just as many different childs—we must have a new plural for the pedagogical child—as there are adjectives. The variations and gradations may be slight, but they exist, and one shows his ignorance of pedagogy who jumbles up these terms. Moreover, since few of the great ones agree in their use of these words, it behooves us to know who is the reigning authority in pedagogical nomenclature and govern our language accordingly.

Suggested Variants

If this borderland child is going to be the vogue now, we should get ready for it and for the variations that will surely come. For if the borderland child, why not the hinterland child or more aptly the marginal child? This latter is surely a word of mouth-filling and technical proportions. The frontier child, if it could be separated from any geographical suggestions, would be good; and the child of the portal has a poetic insinuation. Again, border

suggests limit; but the limited child is too prosaic and, of course, it would never do to say of our dull children that they are the limit.

Ruled Out

Just as there are hundreds of euphemistic expressions to use in place of the word death, and unpleasant subjects generally generate a varied vocabulary, so witless children of varying degrees are sure to beget an ample terminology. The number of words that are ruled out of the teachers' vocabulary by the conventions of pedagogy is large. Witless itself will not do. We must not talk in pedagogy of the witless child; nor yet must we hyphenate half, short, dull or blunt to witted and use the resulting terse and expressive adjective. Foolish, idiotic and brainless are taboo. Weak might do, but it may be taken in the physical sense, and weak, when it is hyphen-linked to headed, minded or brained, gets too close to the fact. Beetle-headed might serve in talking over our classroom troubles with acquaintances, but in the papers that we read before the teachers' associations it will hardly pass. Even if its Anglo-Saxon harshness were to be allowed—and Anglo-Saxon words must always be avoided in pedagogy—some nature-study teacher would be sure to get up and inform us that the beetle has in reality a massive brain and is far from being a good zoological example of retardation. These nature-studyists are forever upsetting our good old figurative expressions. They say the ass is quite intelligent and the owl, upon which ordinary mortals are ready to confer the degree of Ph.D., is really back in the ungraded class.

Other Words That Won't Do

The dull child is not to be spoken of; dumb, stupid, stolid, doltish, thick-skulled, addlepated, muddy-headed and scatter-brained must be reserved for private conversation; while imbecile and driveling are to be confined to our innermost thoughts. Unteachable sounds well, but it is pedagogically illogical. Passing now from adjectives to substantives, ass and booby, dotard and dunce, dunderpate and half-wit are likewise *verba non grata*. Bull-calf, limited to rural districts, and moon-calf, heard in the vicinity of Shakespearean plays, will never do; while the expressive word, stick, is not to be tolerated. Nincompoop is hardly to be suggested.

Plenty of Novel Terms Left

Let no one be discouraged that so large a vocabulary is prohibited. There are still many succulent and novel terms left, as the lady with her borderland child has shown; and there is still opportunity for pedagogical fame by dressing up the old idea in some new hobble-skirt fashion.

For instance, why continue to talk about the atypical child, learned as it sounds, when there is left the uncomformable child to write and

talk about? One who uses that term will be surely credited with deep knowledge of uncomformable strata and other geological lore. Anomalous is impressive as well as a deviation from the general rule; amorphous combines science and imagination; and heteroclitical—much more hypnotic than heteroclitic—is a mouth-filler. The unorthodox child is an evident metaphor; and now that there is little left in religion that is really orthodox, we may properly transfer the word from church to school. The wandering child strays off too far perhaps into the realm of the figurative and might lead to spoiling the effect, if some sister should strike up the hymn, "Where is my wandering child to-night?"

Still Others

The defective child has easy variations. There is the incomplete child, or, better, the unfinished child, suggestive of the duty of the teacher to go ahead and put on the finishing touches. The insufficient child or the inadequate child are worth considering; but one should be careful not to drop down to such an expression as the scant child, as if it were a dress pattern of too great limitations. And that brings us around to the limited child again; and there are a ready score of others along the same lines.

The backward child is properly giving way as an expression to the retarded child; for the former suggests some fault of his own, while the latter puts the blame where it really belongs—on the teacher who does the retarding. A suggested improvement for the now popular word, retarded, one that will indubitably fix the crime upon the criminal retarder, is retardee. There are immense possibilities in retardee.

But these words are only the beginnings of a vocabulary. Suppose with reference to pace we talk about the leisurely, the deliberate or the slackened child; or with position in mind we refer to the stranded child, the eleventh-hour, the-day-after-the-fair or the *ex-post-facto* child. By the way, the Latin is great, and so why not the *sine-die* child, if only it wouldn't be taken as referring to the children in the night school. Again having in our thoughts the pedagogical labors involved, we can say the difficult child, the arduous, the formidable, the aye-there's-the-rub, the *hic-labor-hoc-opus* child.

A Revelation

However, with all this array I venture one more which I consider an inspiration—the however child. Do you get it? It is deep, elusive but full of imagery and effect. We lay down our psychological rules, our logical method of procedure until we come to these exceptional children. Then we begin—"However—" To explain further would be to spoil it.

WELLAND HENDRICK.

EN ROUTE

WHERE TO GO—HOW TO GO—AND WHAT'S TO PAY
CONDUCTED BY MONTANYE PERRY

We are feeling very hopeful! The letter-carrier is not staggering yet, under the burden of our mail, but a few encouraging messages have come, a number of inquiries have been received and are answered herewith, and two or three letters have brought valuable suggestions for future articles. As the November issue is only one week old at the time of this writing, it seems that we have a right to feel optimistic about the ultimate success and popularity of this department.

A Word About Inquiries

We like to answer them in these columns, because the question is usually on a topic of general interest, and many persons besides the inquirer may profit by the answer. But, should anyone desire immediate information on a subject within the scope of this department, a query that is accompanied by a stamped, self-addressed envelope will receive a prompt reply by mail.

The Prize Contest

Don't forget that entries for the prize contest announced in the November issue must reach the Journal office not later than December 10th. If you have delayed in writing your travel experience for us, do it now. There is just time enough, if you act promptly. One enterprising English teacher writes us that she has read our offer to her class, with the result that her brightest pupils are working hard on stories about their last vacation trip. "Five dollars looks good to a high school boy or girl," she says, and the correctness of her statement is not to be doubted. Can't we all remember when five dollars looked like a gold mine?

Remember, please, that the prize is not offered for the article written in the best style, but for the article that is most practically helpful in its suggestions. What we want is a story that will make the reader say: "Why, that is practicable—I can have a trip like that!"

Lest you forget, or have mislaid your Journal, we restate the four conditions:

1. The trip described must actually have been taken.
2. The writer must state clearly Where to go—How to go—and What's to pay.
3. The story must not exceed fifteen hundred words.
4. All entries must reach the Journal office on or before December 10, 1912.

AN INTERESTING SIDE TRIP

It is not usual for the traveler who has only a few days to spend in England to visit Eastbourne. But if one is going from London to the continent by the New Haven-Dieppe route, it is well worth while to turn a bit out of the way to see this fascinating city on the coast. Its modern fame as an English watering-place and its ancient glory as the scene of momentous events in history combine to make it an attractive goal for any pilgrim.

But it must be confessed that neither its modern fame nor its ancient glory called us there—we knew little about either of them. A friend in Eastbourne had begged us to go down to the place and call on his old mother, whom he had not seen for many years. We kept our promise to him, and the reward was an exceedingly pleasant and profitable trip, in addition to the delightful glimpse of English home life that our friend's family gave us. So, having learned that a day in this city so generously repays its trifling cost, we are moved to pass along the knowledge to those who might not be so fortunate as to stumble upon the information by accident.

On our last day in London we had spent the morning in the Tower, so we walked across the bridge to London Bridge station, where we took the Brighton and South Coast railroad for a ride of about two hours. It was a pleasant journey along the rounded slopes of the downs, where nearly a quarter of a million of Southdown sheep find pasture. We began to realize where the ever-present mutton chop of England comes from. The little pictures of rural life were interesting, as we flashed by, and once we saw an immense rude plow, drawn by six huge oxen, turning up broad furrows across a level field.

Suddenly, the huge, grotesque figure of a man, holding a staff in each hand, appeared to spring from the hillside, outlined in white against the dark green of the turf. It resembled nothing so much as the pictures that we used to draw upon the blackboard when the teacher's back was turned. It was the "Wilmington Giant." Laboriously etched in the white rock of the hillside by cowled monks in bygone, forgotten days, he stands there still, guarding his phantom flocks. He saw the mailed army of William the Conqueror march by; he heard the rumbling of the first stage-coach, rolling down from London to the channel; he trembled to the tread of the first locomotive that sent the startled sheep darting across the downs; now, with ghostly arms up-

raised, he beckons to the birdmen circling overhead.

Alighting from the train in Eastbourne, we were confronted with leafy colonnades, leading in every direction, for ten thousand trees line the streets of this City of Sunshine, as the natives proudly call it, proving by elaborately prepared tables of statistics that Eastbourne has more hours of bright sunshine per year than any other spot in England.

The city is situated on a gentle slope, facing southeast, its front directly open to the sea—and such a sea! The water of the Swiss lakes is not clearer nor bluer. On calm days, the bottom is plainly visible from a rowboat. The beach is gently shelving, with broad stretches of firm, even sand, and here come thousands of Londoners to bathe, and bask in the sunlight which is so rare in their own city.

A ride on the top of a penny bus brought us to the home of the Underwoods, who greeted us with great cordiality and many cups of tea. Is there any occasion, great or small, in England, that is not ushered in with a cup of tea? We saw the players in a famous cricket game served with tea between the innings, and we beheld a London merchant pausing his dictation in the midst of a crowded afternoon's business to drink two cups of the cheering beverage. But it is a pleasant, hospitable custom, and the traveler learns to love it.

After tea we all walked down the Grand Parade, which stretches back of the beach like one long garden, running three miles, from Holywood on the west to the Great Redoubt on the east. Its terraced promenade is triple, and the three divisions are popularly known as The World, The Flesh, and The Devil. A bandstand faces the center of the Parade, where every day in the year the municipal band gives fine concerts, for in this delightful climate there is never a day when an open-air concert is not enjoyable. Doubtless, this climate contributes much to Eastbourne's popularity as an educational center, for there is an amazing number of private schools located here, filled mostly with the fortunate youngsters whose London parents can afford to pay for sunshine and healthful environment. The boarding-school population is put at more than two thousand.

From the Beach Beauchef Head rises almost perpendicularly to a height of five hundred and eighty feet. Off this head, on June 30, 1690, a French fleet of eighty-two ships defeated a combined English and Dutch fleet of fifty-six sails, under the gallant Earl of Torrington. There is a finely built thoroughfare, known as the Duke's Drive, for the visitor who rides in a carriage, while he who walks may take a path worn smooth by the tread of many generations.

On the Head, we looked off to Pevensey, where William the Conqueror landed his galley, which bore the prophetic figurehead of a golden boy pointing a finger toward England. There

are the crumbling ruins of the old Roman castle where he encamped with his motley crew of fortune-seekers, before beginning the series of bloody struggles which marked the way to his Christmas coronation in Westminster.

The venerable church of St. Mary, and the old parsonage house—once the home of the Black Friars—beside it, will interest the antiquarian. Tradition attributes the erection of this church to the early part of the twelfth century, and it is thought to stand on the site of a wooden church erected at so remote a time as 680 A.D.

We spent the night with our new friends, and in the morning we had a striking example of the benefits of Eastbourne's far-famed climate. For we, with the younger members of the family, chose to walk down to the station where we took the train for New Haven, early in the morning. Arriving at the station, we were surprised to find the aged lady—past ninety years—to whom we had said good-bye a half hour before, briskly pacing the platform, awaiting our coming. "I meant all the time to get here before you," she explained cheerfully. "I just hopped on the penny bus and came down by myself!"

"Good-bye to you," she called as we boarded our train, "and if you want to live long and be spry in your old days come to Eastbourne."

TELLING WHERE AND HOW

"Mary of Welch Descent"

Yes, you can get a good idea of the pretty little country of Wales by breaking away from your party for only one day. You say that the party will spend two days in the vicinity of Chester. On one of those days take a train from the central station at Chester in the morning, for Llandudno. By changing cars at Llandudno Junction you will pass one of the finest ruins in Wales—Conway castle. Llandudno is on the narrow peninsula between Conway bay and Orme's bay, and from the headland of Orme's Head there is a beautiful view of the Irish sea. If it is a very clear day you will see the Isle of Man in the distance. Twenty thousand visitors come to this town, annually, and it is well laid out, with beautiful streets and well-kept walks. Circling the base of the cliffs is the Marine drive, over five miles long, one of the finest drives in Great Britain. Go up Orme's Head by the cable tramway and see the ancient church of St. Tudno. Then take a train to Bettws-y-Coed, the loveliest interior town of Wales. (Buy a round-trip ticket from Llandudno.) This takes you through characteristic Welsh scenery, with its peculiar wildness, its numerous waterfalls, heather-crowned hills and wooded dells. From Bettws-y-Coed drive to Swallow Falls, from which Mount Snowdon is visible. Return to Chester by way of Llandudno. This can easily be done in one day, as the distances are very short.

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NEW YORK AND EVERYWHERE

A. L. M., of Salem, Mass., asks "What will we do if we land in a foreign city and can find no one who speaks English, to direct us to a lodging place?"

Don't worry. That is a remote possibility; there are few places where it is not easy to find someone who speaks your language. But in case it happens, select your lodging place from your Baedeker list, or whatever list you are using, show the printed address to one of the ever-present boys who surround the stations, and hold out a small piece of silver. You will find it is literally true that "money talks." If he doesn't know where the place is, he will find out, rather than lose the chance of winning that coin.

A. R. M., Warren, Pa.

November and December are the best months to visit Egypt. The climate is then at its best, and there are few tourists so early in the season, which lessens expense and adds much to one's comfort. In November the Nile is a mighty river, while in January and February it becomes a mere thread. The ideal plan in Egypt is to camp in the desert. A party of four camped near the third pyramid for several days, under the guidance of Mohammed Hassan. They had large, warm tents, excellent beds, very good food, and watchful care at night, for five dollars a day apiece. For the trip up the Nile take Cook's express boats rather than Cook's tourist steamers. The former boats make the trip comfortably, for about half the expense of the tourist trips.

J. M. G., New York.

The information given by the Baedeker guide books about hotels and pensions is quite satisfactory. The Brooklyn Eagle gives away a European Directory, publishing each year a list of hotels in Europe. Apply to Washington street, Brooklyn, or to Brooklyn Eagle office, 53 rue Cambon, Paris.

A. M., Somerville, Mass.

The railway companies abroad furnish many helps to the traveler. By writing to the London terminus of the Great Western railroad and enclosing a shilling for postage, you can obtain a number of charmingly illustrated booklets, descriptive of many trips in Great Britain. The Caledonian Railway (Glasgow office) has several booklets on Scotland for two-pence each. The time-tables of each railway system, to be had at any ticket office, give a great deal of useful information regarding steamer and coach connections, special tickets, etc. The local, penny A B.C time-tables, which may be bought in each town, give much general information, and the perusal of a local newspaper may save much time and energy. All these little helps make pleasant souvenirs to mail home.

NOVEMBER MAGAZINES*(Continued from page 48)*

excitements as in any sense a peculiarly college matter. The wild orgy of applause over a football game is not collegiate. It is American: the display of a racial characteristic in one of the least harmful of its manifestations. Organized cheering and the snake dance pale before the demonstrations of a convention when the leaders of politics gather together to take counsel for a change in our rulers.

ARTISTS' EQUIPMENT*(Continued from page 47)*

last is the more practicable one to use in mounting.

The solution is a very good substitute for varnish, as it does away with the glassy look that most varnishes give, and it also prevents cracking.

As beeswax was known for hundreds of years before oil, its preservative quality needs no defense.

At Philadelphia, on the fifth, sixth and seventh of this month, the National Society for the Promotion of Industrial Education will meet. Among those on the program are Commissioner Snedden of Massachusetts, Principal Bogan of Chicago, Arthur D. Dean of Albany, United States Senator Page of Vermont, Professor Forbes of Rochester, and ex-Senator Beveridge of Indiana. Headquarters at Hotel Walton.

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The New York State Science Teachers' Association will meet in conjunction with the Academic Principals' Conference, elsewhere mentioned, December 26-28.

Mr. J. W. Walker, well known among schoolmen as the business manager of the Educator Journal, died November 11.

Educational Meetings

December 5, 6, 7: Minnesota State Teachers' Association, St. Paul.

December 21-24: Southern California Teachers' Association, Los Angeles.

December 26, 27, 28: Montana State Teachers' Association, Missoula.

December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.

December 26-28: Arkansas State Teachers' Association, Little Rock.

December 26, 27, 28: Washington Educational Association, Everett.

December 26, 27, 28: Pennsylvania State Educational Association, Harrisburg.

December 26, 27, 28: Central Division of the Modern Language Association, Indianapolis.

December 26-29: Associated Academic Principals, New York state, Syracuse.

December 31-January 2: Florida Educational Association, Ocala.

February 24-28: Department of Superintendence, N. E. A., Philadelphia.

The Best System of Short-hand

A special committee reporting to the board of superintendents of the city of New York says in part:

"We believe that the Isaac Pitman system is the best system for the schools. In our judgment, it has the best text-books. It has the widest range of literature engraved in shorthand for reading practice. It has the largest number of text-books devoted to training the specialist in shorthand, which are of great service to those pupils who, after graduation, desire to continue their studies with a view to becoming experts in some special line of technical reporting."

Good History in the Schools Makes Good Citizens

Good history does this, not the dry-as-dust records that stifle the child's interest and enthusiasm, but the sort of history that simply takes possession of the reader—shows him how his ancestors lived, how they fought out their problems, and built up a nation. Such a history as he finds in

The Mace Histories On the New York List

These books awaken every bit of patriotism and civic interest in the student, and spur him to do things for state or country.

Teachers everywhere note with interest the influence of these books—primary or advanced book—it matters not.

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"The history sets forth the best type of civic virtue in a way that goes straight to the heart of the reader," says U. J. Hoffman, County Superintendent of Schools, Ottawa, Ill.

Give Boys and Girls a Better Idea of Facts and Meaning of American History

"I do not believe there is a book on American history on the market today," says William C. Wilcox, Professor of American History, State University, Iowa City, Ia., "which does more to give the boy and girl of the grades and country schools a better idea of the facts and meaning of American history."

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Says Richard A. Searing, Superintendent of Schools, North Tonawanda, N. Y.: "The Foster Historical Maps are extremely helpful . . . the best historical maps of the United States in existence."

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